

# Pupil Premium Strategy Statement 2024-27

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Shakespeare Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils Reception – 10/56 Year 1 – 23/59 Year 2 – 17/60 Year 3 – 26/62 Year 4 – 21/63 Year 5 – 21/60 Year 6 – 23/59	141
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Stephen Twist
Pupil Premium Lead	Kelly Slater
Governor / Trustee Lead	Colin Hirst

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£225,395.00
Recovery Premium funding allocation this academic year	N/A
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	None
Total for this year	£225,395.00

## Part A: Pupil Premium Strategy Plan - Statement of Intent

Our intention is for ambition for all pupils and that all pupils make at least expected progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils including disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Quality First Teaching is at the heart of our approach as this has the greatest impact on closing the disadvantage attainment gap. It will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing Professional Excellence and a broad, balanced and ambitious curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our pupils to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups. The drive for Continuous Professional Development ensures pupils access a high-quality education.

It is our intention that our disadvantaged pupils make the best progress, irrespective of their ability. High attainers, in receipt of pupil premium, are expected to make the same progress as the lower attainers. The intention of this strategy is to support all our pupils to become resilient independent learners regardless of whether they're disadvantaged or not.

Effective teaching and learning strategies that are essential in raising standards for all groups of pupils, including those in receipt of pupil premium funding, are implemented and utilised from EYFS to Year 6 and continuous CPD is devoted to this end. Through high quality formative assessment, curriculum design, quality first teaching, development of questioning strategies, spaced learning and effective assessment for learning we aim to ensure that ALL pupils and those in receipt of pupil premium grant make rapid gains in their learning.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts

Work hard to try and ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Give pupils access to a wide range of opportunities to develop their knowledge and understanding of the world and increase cultural capital.

## Challenges

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

Challenge Number	Detail of Challenge
1	Assessment information/data indicate a low baseline for reception pupils, in receipt of pupil premium, in speech and language skills. The children in receipt of pupil premium have a lower baseline than their peers and improvements in speech and language skills have to be addressed before these children can access phonics successfully. Speech and language issues are evident from EYFS through to KS2, following the impact of Covid, and in general are more prevalent among our disadvantaged pupils than their peers.
2	Assessment and observations of pupils suggest that some disadvantaged children have greater difficulties with phonics than their peers. This negatively impacts on their development to become fluent readers. Disadvantaged pupils with lower starting points in Reception require additional support and intervention in addition to QFT. Disadvantaged pupils who fail to pass the Year 1 and Year 2 phonics screening check require additional support and intervention on top of QFT.
3	Attendance data indicates that attendance among disadvantaged pupils is lower than that of their non-disadvantaged peers. Low attendance for disadvantaged children negatively impacts on pupil progress. Attendance remains a high priority and a focus for continuous school improvement.
4	Observations and assessment data indicates that the well-being of our disadvantaged pupils is impacted by environmental factors compared to that of their peers and our pastoral support team works closely with these pupils to break down barriers to learning.
5	Data indicates that an increased number of families have required support in a number of areas – many of these families are our most disadvantaged. An increased demand for pastoral support for the wellbeing and education of our pupils and families means that school is dedicating more and more resources to meeting these needs.
6	Discussion with pupils and families indicate that enrichment activities provided by us, both in and out of school, are key to building motivation, self-esteem and are key contributors in raising aspirations in our pupils. They are also key in developing the rich cultural capital that we want in ALL of our pupils.

## 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 phonics attainment in the Year 1 Phonics Screening Check for disadvantaged pupils, and all pupils.	Assessment data, from 2024/5 onwards, indicates an improvement in the percentage of children passing the Year 1 Phonics Screening Check, year on year – despite a low baseline in EYFS.
Improved reading attainment among disadvantaged pupils at the end of KS1 and KS2.	Over time, attainment demonstrates significantly higher outcomes for PPG children at the end of KS1 and KS2.
Improved maths attainment among disadvantaged pupils at the end of KS1 and KS2.	Over time, attainment demonstrates significantly higher outcomes for PPG children at the end of KS1 and KS2.
Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2.	Over time, attainment demonstrates significantly higher outcomes for PPG children at the end of KS1 and KS2.
Improved oral language skills and vocabulary for all pupils, especially the disadvantaged pupils.	Lesson observations demonstrate dialogic teaching strategies are embedded throughout school to facilitate improved oral language skills of all children, having most impact on the children starting with the lowest baseline in EYFS. This is also evident in learning walks, book looks and pupil conferences. Tier 3 vocabulary is planned for across all subjects of the curriculum. High expectations for the use of tier 3 vocabulary is evident in all lessons. S&L expertise is shared with all staff and in use with pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance by 2025 to 26 by: <ul style="list-style-type: none"> <li>• Whole school attendance greater than 96%.</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to &lt;1%</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing and intrinsic motivation, for all pupils relative to their age, demonstrated by: <ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Personal Development opportunities contribute significantly towards providing the cultural capital for all children, including disadvantaged pupils, so that ambitions are raised through a wide variety of opportunities that allow pupil’s talents to be realized and developed.</li> </ul>

## 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: £36,760**

Activity	Evidence	Monitoring	Challenge (s) addressed	Cost
<p>Embedding dialogic teaching strategies across the whole curriculum, especially with ECT teachers.</p> <p>Funding is required to release teachers to observe others and release time to prepare and deliver CPD.</p>	<p>There is a vast amount of evidence that advocates the use of dialogic teaching techniques. Oral language interventions can have a positive impact on pupils' language skills across the curriculum.</p> <p>Continuing CPD for educational staff will improve provision and outcomes for children. Evidence indicates that Quality First Teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>EEF Teacher Toolkit</p>	<ul style="list-style-type: none"> <li>• Staff to cascade any teaching and learning strategies during staff meetings.</li> <li>• Team Teaching</li> <li>• Lesson Study</li> <li>• Observations and learning walks</li> <li>• Monitor impact of CPD</li> <li>• Consultant Support.</li> </ul>	1,2	£7000
<p>Embedding a bespoke SSP to secure stronger phonics teaching and additional phonics sessions targeted at disadvantaged pupils who require further phonics support, in KS1 and beyond.</p>	<p>Phonics approaches, alongside other learning to read and reading to learn curriculum, indicating a positive impact on all pupils, especially the disadvantaged.</p> <p>Targeted phonics will be delivered as daily sessions and children will be assessed at the end of a cycle of intervention.</p>	<ul style="list-style-type: none"> <li>• Children to be assessed every half term to ensure they are grouped correctly to match their ability.</li> <li>• Ensure that children's ORT books closely match their RWI books.</li> <li>• Extra RWI books have been purchased. Children now take their current RWI book and the associated book home on a weekly basis.</li> </ul>	1,2,3,4	£9000

	Reading books carefully matched to phonic ability level will increase reading confidence, enjoyment and attainment. High interest/low reading age books purchased for children with SPLD.	<ul style="list-style-type: none"> <li>• RWI Tutor to Quality Assure and support CPD of staff pedagogy and delivery.</li> </ul>		
Beach School/Outdoor learning activities	Pupil and Parent Voice shows that this has been very successful in providing opportunities for vulnerable children and those with learning difficulties ways to access and enrich the curriculum. This has resulted in higher engagement levels in learning activities. Beach Schools are a way of giving children in their early years the opportunity to learn and develop in a natural environment sparking their intrinsic motivations to explore, create and be curious about the world around them. Beach Schools provide an opportunity for holistic development for young children, giving them good foundations for the rest of their life.	<ul style="list-style-type: none"> <li>• Pupil voice regarding their beach trips.</li> <li>• Staff to discuss effectiveness of beach trips on a regular basis.</li> <li>• Staff to have an input in planning beach activities- linking this to a topic in class.</li> <li>• Create phonic related activities/staters for the KS1 children to complete.</li> <li>• Ensuring meaningful links to curriculum subjects build on knowledge.</li> <li>• Monitoring the impact in curriculum subjects.</li> </ul>	1,2, 6	£12760
Investment into Educational APPs and Hardware.	<p>A range of apps are used to support and consolidate learning within the classroom and beyond. In today's modern world, technology must be harnessed in order to ensure children keep fully abreast of new advancements. Learning through ICT is key in enabling lower attainers and SEND pupils to access their learning in a different way. It also allows for increased communication opportunities for all children.</p> <p>The purchase and access of online learning is essential to supporting pupils in maximising progress.</p>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Pupil Voice</li> <li>• Interventions</li> <li>• Vocabulary</li> <li>• Oracy</li> </ul>	2,3,4,6	£8000

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

**Budgeted Cost: £131955**

Activity	Evidence	Monitoring	Challenge (s) addressed	Cost
Reading fluency teaching and interventions target disadvantaged pupils	EEF Improving Literacy in KS1 Guidance. The 7 recommendations address the balance between reading fluency and reading comprehension.	<ul style="list-style-type: none"> <li>Intervention Logs</li> <li>Data</li> </ul>	1,2,3,4	£26600
Speech and language provision enhancement.  External provider and language therapist to provide diagnosis and formative assessment across school.	EEF guidance on speech and language interventions Dialogic teaching and its use in formative assessment – Robin Alexander, Dylan William, Siobhan Leahy, Tom Sherrington	<ul style="list-style-type: none"> <li>IEP targets SMART</li> <li>Pupil Progress Meetings</li> <li>Measure the impact</li> <li>Happy Talk</li> </ul>	1,2,3,4	£15616
Additional adults deliver phonics targeted at disadvantaged pupils who require further phonics support. This will be delivered by the teaching assistants.	Guidance report EEF/Making Best Use of Teaching Assistants. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	<ul style="list-style-type: none"> <li>Intervention Logs</li> <li>Phonics Burst sessions in the afternoon</li> </ul>	1,2,3,4	£29639
Precision teaching for children not progressing in phonics.	Teaching targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind, both one to one whose education has been impacted by a variety of factors. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	<ul style="list-style-type: none"> <li>Reactive Support Logs</li> <li>Daily 1:1 sessions</li> </ul>	1,2,3,4	£7600
Additional 1:1 TA x3 to support disadvantaged pupils and provide interventions	Improving SEL in Primary Schools. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	<ul style="list-style-type: none"> <li>Data progression</li> <li>Feedback to Teacher</li> </ul>	1,2,3,3	£52500

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

Budgeted Cost: £56680

Activity	Evidence	Monitoring	Challenge (s) addressed	Cost
<p>Review and reflect on whole school attendance issues. Write an action plan. Work with whole school community to embed principles of good practice set out in the: DfE guide, <b>'Working together to improve school attendance'</b>. This will involve training and release time for our business support team, DSL and Family Engagement Team.</p>	<p>DfE advice has been informed by engagement with schools that have already significantly improved levels of attendance and reduced persistent absences.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p>	<ul style="list-style-type: none"> <li>• Daily by Office Admin</li> <li>• Weekly by FSW</li> <li>• Half Termly Reports to SLT from FSW</li> </ul>	5,6	£5680
<p>Family Support Team leading interventions to support social and emotional learning, working with the whole family as opposed to just the child to tackle barriers to attendance and learning.</p>	<p>FSM and FSW work closely with vulnerable families in order to meet need that break down barriers to school attendance and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<ul style="list-style-type: none"> <li>• FSW maintains detailed record on vulnerable families</li> <li>• Termly reports to SLT</li> </ul>	5,6	£48000
<p>School is required to transport children to inclusion, inter-school, sporting, educational visits and require transport to do so.</p>	<p>School are reliant on parental and staff transport currently which is difficult to arrange and fund. This also impacts negatively on the school's ability to offer the best possible cultural experiences for our pupils.</p>	<ul style="list-style-type: none"> <li>• PPG Lead to monitor PPG pupil attendance and inclusion in events</li> </ul>	5,6	£3000