



# Shepherdswell Academy

## Pupil Premium Strategy Statement



This statement details Shepherdswell Academy's use of pupil premium and recovery premium for the 2024-2027 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	Shepherdswell Academy
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	Current year 2024-2025 Part of a 3-year plan 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	At the end and beginning of each academic year in full and monitored at the end of each term in line with the professional improvement cycle
Statement authorised by	Mrs Ryan
Pupil premium lead	Mrs Ryan
Governor / Trustee lead	Ms Olateru

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 44,545



## Part A: Pupil premium strategy plan

### Statement of intent

At Shepherdswell Academy we have high expectations and aspirations for all pupils. It is our aim that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, from their differing starting points including those who are already high attainers. We will also consider the challenges faced by all vulnerable pupils, such as those who have a social worker.

Effective leadership ensures that the pupil premium funding is allocated effectively each year to have a positive impact on the pupils who are eligible. When making decisions about using the funding we have considered the context of our school, the challenges our families and pupils might face, and the research conducted by the Education Endowment Foundation.

We believe this can be achieved through a broad, ambitious and progressive curriculum, high quality teaching and learning, pastoral support, effective relationships with parents and a personalised approach to meet the needs of all our pupils.

We strive to close the attainment and progress gaps between disadvantage pupils and their peers, through a three-tiered approach. Our approach will be responsive to the common challenges and the individual needs of our pupils. This includes quality first teaching and learning, targeted academic support and wider strategies, to ensure a balanced strategy.

We adopt a whole school approach in which all staff take on responsibility for disadvantaged pupils' outcomes and ensure high expectations and aspirations for all pupils, enabling all to learn and grow and become the best they can be.

### Challenges

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

Challenge number	Detail of challenge
1	Most pupils eligible for pupil premium funding have two or more identified characteristics which make them more vulnerable to under achieve.
2	Levels of engagement of pupils and families with home learning, including early reading, writing and oracy.
3	Poor language skills, including the early acquisition of language and development of oral language skills and vocabulary.
4	Lower attendance and higher rates of persistent absences and lateness.



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5	Pupils have limited life experiences beyond their home and immediate community, and aspirations can be lower.
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### 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 outcomes	Success criteria
<p>All disadvantaged and identified vulnerable pupils make higher rates of progress in EYFS and KSI for disadvantaged pupils, so they make good or better progress from their starting points and meet age related expectations.</p> <p>Higher rates of progress in EYFs and KSI for identified higher attaining disadvantaged pupils and identified vulnerable, so they achieve greater depth by the end of KSI.</p> <p><i>Measured through - Data drops of teacher assessment attainment, progress and NTS, mock SATs scores each long term.</i></p>	<p>Disadvantaged and identified vulnerable pupils to achieve inline or about their peers at the end of EYFS, KSI in all subjects and in the phonics screening check.</p> <p>Disadvantaged and identified vulnerable pupils to make good or better progress in all year groups from their starting points.</p> <p>All staff can identify and support the individual needs of these pupil, tracking progress in lessons and overtime, adapting teaching and learning accordingly.</p>
<p>Teachers provide a range of accessible homework which supports the development of early reading, oracy and writing skills, being aware of individual needs and barriers to learning.</p> <p>Home learning is monitored and adapted where needed, and additional support is given for pupils who are unable to complete it.</p> <p><i>Measured through - Phonic screening checks, RWI assessments, NTS and teacher assessment, monitor pupils home learning, parental attendance to workshops and, pupil and parent voice.</i></p>	<p>Disadvantaged and identified vulnerable pupils to achieve well in the phonics screening check and make good progress from their starting points developing effective early reading and writing skills.</p> <p>Greater parental understanding of phonic and supporting their child to read and write at home.</p> <p>Pupils to read at least 3 times a week at home and complete weekly homework tasks.</p> <p>Pupils to express a real love of reading for pleasure and develop their knowledge of books and authors, being able to say what their favourite genre of books / authors are and why by the end of KSI.</p>
<p>Disadvantaged and identified vulnerable pupils to communicate effectively.</p> <p>Disadvantaged and identified vulnerable pupils to have a relevant and broad understanding of vocabulary related to the curriculum and wider community.</p> <p><i>Measured through -WellComm data, professional improvement cycle and EYFS milestones and KSI data.</i></p>	<p>Pupils to be able to communicate in simple sentences by the end of EYFS.</p> <p>Pupils to use a range of relevant vocabulary linked to the curriculum they are learning and understand its meaning and application by the end of KSI.</p> <p>Standard English and effective communication to be effectively modelled by all staff across the school, which develops independent learning and an inquisitive mind in the pupils.</p>
<p>Improve the attendance rates for disadvantaged and identified vulnerable pupils,</p>	<p>Reduce the number of persistent absentees or persistent lateness among pupils eligible for PP.</p>



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<p>in particular those who have persistent absences or are persistently late. <i>Measured through - SLT and pastoral worker will monitor identified pupils eligible for PP attendance, weekly.</i></p>	<p>Overall PP attendance will be in line with or above 'other' pupils. Identified pupils to be ready to learn and access all learning. Develop communication mechanisms with parents to create stronger home/school links and working together to improve attendance.</p>
<p>Disadvantaged and identified vulnerable pupils to develop knowledge of the world and have the opportunity to access early childhood experiences. <i>Measured through - Professional improvement cycle, pupil and parent voice.</i></p>	<p>The curriculum to be broad and balanced to develop pupil's knowledge of the world, building on own experiences. Provide a range of early childhood experiences we feel the pupils should have. Provide a range of extra-curricular and active play activities to broaden experience. Provide a range of leadership roles for the pupils across the school and within the community. Develop the Forest school and outdoor provision.</p>

### 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: £25,000

Activity / Focus	Evidence that supports this approach	Challenge addressed
<p>Staff have an embedded knowledge of disadvantaged and identified vulnerable pupils, including their barriers to learning, strategies that are implemented and the impact. This includes the effective use of data and assessments to identify gaps in knowledge.</p>	<p>Identification of underlying gaps and factors associated with disadvantaged pupils, to enable staff to adapt provision and learning to address this, including quality first targeted teaching, interventions and bespoke individual support.</p>	<p>All</p>
<p>Ensure quality live marking and feedback is embedded across the curriculum to provide purposeful feedback to deepen learning and understanding, to enable pupils to learn and remember more.</p>	<p>Providing quality marking and feedback will support the pupils to know what they are doing well, what they need to develop and address any misconceptions in learning. This will allow the pupils to take greater ownership of their learning and foster a culture of resilience and risk-taking. The EEF research summarised that quality feedback redirects and refocuses the learner's</p>	<p>1, 2 and 3</p>



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	actions to achieve a goal, by aligning effort and activity with an outcome.	
Develop teacher's subject knowledge of early reading and writing to ensure that pupils become fluent, confident readers.	Where teacher subject knowledge of early reading and writing is strong, pupils make good progress, as they can target specifically on the next steps in this journey. This allows them to access the whole curriculum and builds comprehension and thinking skills.	1, 2 and 3
Develop the love of reading and writing across the curriculum, while providing the pupils with the fundamentals that they need to be successful.	Reading for pleasure allows pupils to develop a love of books, and develops their understanding of authors, genres and the world books open. This enables them to access to the whole curriculum.	1, 2 and 4
Develop vocabulary rich environments which support the pupil's language acquisition and development, through displays and effective communication modelling and expectations from staff.	An environment rich in language and vocabulary, which is learnt in context, broadens the pupils understanding and enables them greater access to what they are learning. <i>Dutro and Moran 2003 stated 'Meaningful contexts must be provided for functional use of language along with opportunities for practice and application.'</i>	1,2 and 3
Improve staff's subject knowledge across the curriculum and effective pedagogy.	Where teacher's subject knowledge is strong and they have a good understanding of how pupils learn, the quality of teaching and learning improves, and they support pupils with learning and remembering more.	1,2 and 3
Continue to increase staff's knowledge of strategies to support disadvantaged pupils to overcome barriers to learning, CPD, metacognition, self-regulation and mental health awareness.	The EEF research shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly and can be broken down into three components, cognition - the mental process involved in knowing, understanding and learning, metacognition - often defined as learning to learn and motivation - willingness to engage these skills	All
Embed the 'zones of regulation' as a strategy to support identified pupils to identify and regulate emotions.		1,2 and 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge addressed
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Use of effective the WELLCOMM speech and language programme to identify and provide targeted interventions for identified pupils, including screening all EYFS pupils and pupils who are new to school.	Early identification of communication barriers to learning, ensures that quality targeted support and interventions can be out in place, to support the pupils with early language acquisition. This enables pupils to effectively communicate and access the curriculum. By also providing staff with the appropriate tools, it allows for the development of a language rich environment.	1,2,3 and 4
For EYFS and SC Department staff to be involved in developing an understanding of the acquisition of early language and strategies to support with this, through quality CPD.		
Develop the role of the reading ambassadors to ensure identified pupils are read with regularly 1:1.	Pupils having a consistent adult reading with them will help them develop positive relationships and reading skills.	1 and 2
Increase the number of volunteers to read with the pupils in school.		
Encourage parents to come and read with their pupils, through regular workshops and drop-in opportunities.		
Continue to promote emotional wellbeing thorough targeted interventions and 1:1 support for identify disadvantaged and vulnerable pupils	Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.	1 and 4
Develop pupil leadership roles in school, and continue to develop pupil voice, through playleaders, Eco Council, School Council and EMAT Pupil Parliament.	Develop self-esteem, resilience, risk taking, independence and leadership skills and confidence for identified disadvantaged pupils.	1 and 5
Implement the ESLA programme, through our qualified ELSA staff member.		
Embed the Forest school, within the curriculum.		

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge addressed
Continue to improve engagement of parents, through increased communication, including the introduction of progress cards to share with parents at parents evenings.	Develop positive working relationship with parents and the community, enabling parents to support their pupils at home. EEF research shows that to avoid widening any gaps in learning it is important to engage parents, as partners in their	1 and 5



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Provide opportunities to increase parental engagement including workshops, developing the website, parent coffee mornings and community fridge.	child's learning and providing them with the knowledge and skills to support this.	
Signpost identified parents to relevant support services and develop working relationships with other agencies and services.		
Monitor attendance and support families whose attendance falls below 95%, including weekly reporting, parent contracts, meetings and support.	Provide support for families to ensure their pupils attend school and are on time each day. Ensuring pupils are at school means that they do not miss any learning or provisions.	1 and 4
Provide wow moments linked to the curriculum across the year to enhance learning and opportunities, including visits and visitors.	Bring learning to life and relating it to the pupils' experiences, supports the pupils with their learning and provides them with experiences they may not have experienced.	1 and 5
Sports coach to continue to develop active play, including during breakfast club.	Support pupils who find playtimes challenging, to encourage team building skills and communication with adults and peers, building self-confidence and resilience and enabling purposeful and engaging activities to take place.	1 and 5
Create a learning zone within the outdoor space for pupils to access during lunchtimes.		
Ensure that 50% of places are available for identified pupils to attend.		
Identify pupils to attend breakfast club to provide a positive start to the day.	By providing pupils with access to breakfast club and a breakfast each day, supports them to be ready to learn.	4 and 5
Continue with the National Breakfast scheme, so all pupils that need it will receive a breakfast		
Achieve the Trauma Informed School certification.	Developing a clear understanding of wellbeing, mental health and inclusion supports with the development of an inclusive, nurturing environments for all, while providing the staff with the knowledge, skills and tools to support all pupils.	All
Be involved in the EMAT inclusion initiatives and attend relevant CPD, including social stories, attachment, theory, ASD, positive behaviour strategies etc.		

Total budgeted cost: £45,000



### 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.

#### End of Year Data 2023-2024

EYFS - GLD		Y1 Phonics Screening		Y2 Phonics Screening		KSI Reading		KSI Writing		KSI Maths	
Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
77%	67%	86%	80%	85%	76%	87%	69%	81%	56%	87%	75%

From the baseline data all disadvantaged pupils made progress from their varying starting points, and staff developed their understanding of quality teaching and learning and data and assessment for learning through CPD to enable them to identify gaps in learning and adapt teaching according.

We continued to embed quality phonics teaching and learning across the school, which included CPD, observing, team teaching and embedding instructional coaching. This has secured good progress for all pupils from their starting points, and by the time pupils leave us at the end of KSI, they are achieving well in the Y2 phonics screening check.

We continued to embed reading for pleasure across the school, this included parent workshops and reading events across the year. This was successful with an increase of reading at home seen across the year.

Those identified disadvantaged pupils received additional reading I:1 and Fast Track Phonics in school to support them to develop their use of phonic knowledge when reading.

There continues to be a focus on the fundamentals in reading, writing and Maths, and high expectations which had a positive impact on disadvantaged pupils, who achieved in line with or above their peers in the end of KSI assessments.

We embedded robust attendance systems and continued to support identified disadvantaged pupils and families to improve attendance, including free access to breakfast and after school clubs.

There continue to focus on wellbeing, to support disadvantaged pupils and families, including access to the community fridge, signposting external agencies, targeted wellbeing interventions, and becoming a part of the national breakfast scheme. This enable these pupils to be ready to learn and access the curriculum.

#### 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
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Targeted 1:1 intervention to support with the development of communication and language.	WELCOMM
Continued development of quality phonics teaching and 1:1 fast track intervention.	Read Write Inc

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable