

Pupil premium strategy statement – Shears Green Junior School 2024.25

This statement details Shears Green Junior 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.

School overview

Detail	Data
Number of pupils in school	491
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Paterson
Pupil premium lead	Emma Ellerington
Governor / Trustee lead	Martin Avery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223 480
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£223 480

Part A: Pupil premium strategy plan

Statement of intent

At Shears Green Junior School, our vision is to equip every pupil with the values, attitudes, and knowledge necessary to become the very best versions of themselves. We believe that every child, regardless of their starting point or background, deserves equal opportunities to achieve their full potential.

Our intention is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high standards across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including progress for those who are already high attainers. We will address the challenges faced by vulnerable pupils, such as those with social workers and young carers, while ensuring that our activities support all children's needs.

Research indicates that poor teaching disproportionately disadvantages deprived children, while excellent teaching benefits them significantly. Therefore, high-quality teaching is at the core of our approach, particularly in areas where disadvantaged pupils require the most support. We aim to close the disadvantage gap while also enhancing the attainment of non-disadvantaged pupils.

Our strategy is also integral to wider schools plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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To ensure effectiveness, we will:

- Set challenging work for disadvantaged pupils.
- Intervene promptly when needs are identified.
- Foster a whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils and maintain high expectations.

We will monitor our progress through regular assessments and evaluations, adjusting our strategies based on data to ensure all pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral Language Skills and Reading Difficulties: Evidence from assessments and discussions highlights significant oral language and vocabulary gaps among many disadvantaged pupils throughout Key Stage 2. These gaps negatively impact their reading abilities, leading to struggles with comprehension and fluency. Limited exposure to high-quality reading materials contributes to lower reading frequency and proficiency, further exacerbating their language development issues. Effective phonics instruction, particularly systematic synthetic phonics, is essential for developing these skills early on, as it enables pupils to decode and understand texts.</p>
2	<p>Writing Difficulties: Observations suggest that disadvantaged pupils face considerable challenges in writing, stemming from their limited exposure to rich language and vocabulary. This lack of experience hinders their ability to express themselves effectively in writing. Additionally, fewer opportunities for meaningful writing experiences outside of school restrict their development of essential writing skills. Integrating phonics instruction into writing activities can enhance their spelling and composition abilities, providing a structured approach to developing their writing skills.</p>
3	<p>Mathematics Difficulties: Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally struggle more with mathematics than their peers. Many of these pupils have had limited access to high-quality mathematical experiences during their early development, resulting in gaps in their understanding of mathematical concepts and language. Furthermore, fewer opportunities to practice and apply mathematical skills outside of school contribute to these challenges. A strong foundation in language skills, including mathematical vocabulary, is crucial for improving their mathematical understanding.</p>
4	<p>Social, Emotional, and Attendance Challenges: Our assessments, including wellbeing surveys, reveal that many pupils, particularly those who are disadvantaged, experience social and emotional difficulties, including health issues and a lack of enrichment opportunities. These challenges significantly affect their overall attainment and are compounded by lower attendance rates. Current data shows that disadvantaged pupils have attendance rates of 89.76%, with 36.02% classified as persistently absent, which negatively impacts their academic progress. Addressing these issues requires a holistic approach that supports both emotional well-being and academic engagement.</p>
5	<p>Need for Targeted Interventions: The combination of language, reading, writing, mathematics, and social-emotional challenges necessitates a coordinated approach to support disadvantaged pupils effectively. Last year, 45% of disadvantaged children</p>

	required additional support for social and emotional needs, with 35% receiving targeted interventions from our pastoral team. This highlights the importance of implementing tailored strategies, including focused instruction and intervention programmes, to address these interconnected challenges holistically and ensure that all pupils can succeed.
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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 outcome	Success criteria
Disadvantaged pupils will demonstrate enhanced oral language skills and vocabulary through targeted interventions and language-rich environments.	<p>There will be increased participation and verbal contributions from pupils during class discussions and activities, indicating heightened engagement with the learning process.</p> <p>Analysis of pupils' written work will demonstrate the effective application of vocabulary and oral language skills in context, reflecting their understanding and use of language.</p> <p>Regular formative assessments will show measurable progress in pupils' ability to articulate their thoughts, use varied vocabulary, and construct sentences effectively, providing clear evidence of language development.</p>
Disadvantaged pupils will make the same or better progress in reading compared to their peers, with the attainment gap diminished by the end of Key Stage 2.	<p>By the end of the academic year, standardised reading assessments will demonstrate that disadvantaged pupils achieve progress levels comparable to or exceeding their peers.</p> <p>Continuous formative assessments will provide evidence of progress in reading skills, enabling timely interventions and support tailored to the individual needs of pupils.</p> <p>The attainment gap in reading at the end of Key Stage 2 will be reduced, with a target of 70% of our disadvantaged pupils meeting the expected standard in reading.</p>
All pupils, particularly those who are disadvantaged, will experience high-quality teaching that is characterised by clear learning objectives, effective assessment, and responsive pedagogical strategies tailored to their needs.	<p>Current Progress Comparison: Currently, 50% of our disadvantaged pupils achieved the expected combined progress, compared to 65% of non-disadvantaged pupils, resulting in a 15% gap. The goal is to reduce this gap to less than 10% by the end of Key Stage 2 in 2025.</p> <p>Lesson observations will consistently reflect high-quality teaching practises that effectively engage pupils and address their diverse needs.</p> <p>Pupil feedback and assessment data will indicate a measurable increase in engagement and understanding of the curriculum. Specifically, we aim for a 20% increase in</p>

	positive feedback regarding engagement in lessons, as measured through surveys and assessments.
Pupils and families with identified social, emotional, or mental health needs will receive appropriate support from school staff and the Pastoral Manager, alleviating or removing these needs.	<p>Data from student voice, parent surveys, and teacher observations will show sustained high wellbeing levels among pupils and increased satisfaction with social, emotional, and mental health support.</p> <p>Families facing barriers to learning, will be identified and supported by the pastoral team ensuring they receive tailored resources and guidance to alleviate these challenges.</p> <p>Reported incidents related to social and emotional difficulties will decrease by 15%, with specific targets for improvement set and monitored quarterly.</p>
Parental engagement and involvement in their children's education will increase, particularly among disadvantaged families, fostering a supportive home learning environment.	<p>Participation in enrichment activities will increase by 30% among disadvantaged pupils.</p> <p>Participation rates in school events, workshops, and parent-teacher meetings will increase by 30% compared to the previous year.</p> <p>Feedback from parents will indicate a higher level of engagement and satisfaction with the school's communication and support.</p>
Attendance rates for disadvantaged pupils will improve, matching or exceeding those of their non-disadvantaged peers, thereby enhancing their learning opportunities.	<p>Attendance rates for disadvantaged pupils will improve to match or exceed those of non-disadvantaged pupils, with specific percentage targets set for improvement.</p> <p>Punctuality records will reflect a decrease in late arrivals among disadvantaged pupils.</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: £91 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT Coaching and Support:</p> <p>Allocate 4 days a week for Assistant Headteachers (AHTs) to focus on coaching and support.</p>	<p>In a recent study by Knight and Little (2020), it was found that instructional coaching, which includes observation, feedback, and reflection, can lead to improvements in teacher practice and</p>	<p>1, 2 and 3 AY/EA release = £55000</p>

<p>AHTs will:</p> <ul style="list-style-type: none"> • Observe lessons. • Model effective teaching strategies (I do). • Co-teach (We do). • Gradually hand over responsibility to teachers (You do). <p>AHTs will encourage teachers to reflect on their practice and adjust based on coaching feedback.</p>	<p>student learning. By modelling effective strategies during the "I do" phase, AHTs can demonstrate best practices and provide clear examples for teachers to follow.</p>	
<p>Assessment Training:</p> <p>Provide training and dedicated time for staff to ensure accurate interpretation and administration of assessments.</p> <p>Schedule meetings 3 times a year for teachers and SLT to discuss the progress of disadvantaged pupils, facilitating:</p> <ul style="list-style-type: none"> • Data analysis. • Goal setting. • Creation of targeted interventions based on pupil progress meetings. 	<p>The Department for Education (DfE) highlights the significance of using diagnostic assessment data to pinpoint specific areas where intervention and support can enhance academic progress (DfE - Using Pupil Premium). Additionally, the Education Endowment Foundation's (EEF) guide on implementation underscores the importance of structured peer-to-peer collaboration and the use of implementation data to tailor and improve educational approaches (EEF - Putting Evidence to Work: A School's Guide to Implementation).</p>	<p>1, 2, 3 and 5 Cover for pupil progress = £5000</p>
<p>Phonics and Literacy Training:</p> <p>Ensure all staff are fully trained in phonics and pathways to writing. Increase reading opportunities (with adults, peers, and individually) and exposure to high-quality texts. Deliver a high-quality phonics programme for the lowest-achieving pupils, supported by the English lead.</p>	<p>Research supports the impact of high-quality professional development for teachers. Exposure to high-quality texts broadens knowledge, vocabulary, and fosters a love for reading. Phonics instruction helps struggling readers develop decoding and word recognition skills. Find more information on this recommendation from the EEF here.</p>	<p>1, 2 and 5 Phonics = £4000 3rd Year Oracy = £3000 Pathways to write = £4000</p>
<p>TA Training:</p> <p>Provide high-quality training and CPD for Teaching Assistants (TAs):</p> <p>Conduct monthly workshops focusing on specific instructional strategies (1-2 hours each). Encourage TAs to observe each other and share best practises to foster continuous improvement.</p> <p>Implement a system for TAs to receive regular feedback from DHT/SENDCo on their performance. This will help TAs</p>	<p>EEF - Teaching and Learning Toolkit tells us that regular, accurate and detailed feedback will increase progress. Research shows that the best intervention and support is that which is delivered in the classroom, immediately.</p>	<p>1, 2 and 3 Cost = £10000</p>

understand areas for improvement and reinforce effective strategies.		
<p>Subject Leader Release Time:</p> <p>Allocate 1 afternoon per term for subject leader release time to focus on curriculum development and improvement.</p>	<p>Allocating release time for subject leaders is essential for enhancing educational quality and pupil outcomes. Research indicates that effective leadership is crucial for curriculum improvement; when subject leaders have dedicated time, they can engage in collaborative planning and professional development, leading to improved teaching practises and better pupil engagement (OFSTED, 2024). OFSTED Inspection Handbook</p>	<p>1, 2, 3 and 4 Cost = £10000</p>

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

Budgeted cost: £48 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster Teacher:</p> <p>Employ 1 booster teacher for small group intervention targeting Year 6 pupils working significantly below expected levels.</p>	<p>Research has consistently shown that pupil progress improves when schools implement specific interventions led by well-trained staff. The EEF - Teaching and Learning Toolkit indicates that regular, accurate, and detailed feedback significantly enhances pupil progress. This improvement is particularly achievable when interventions are conducted in smaller group settings, allowing for tailored instruction and a shared starting point among pupils.</p>	<p>1, 2 and 3 Cost = £20000</p>
<p>Speech and Language Therapy:</p> <p>Engage a speech and language therapist to provide targeted support for the most disadvantaged pupils.</p>	<p>The DfE guidance Using the Pupil Premium underscores the significance of targeted interventions, such as Speech and Language therapy, in fostering language development and enhancing the academic progress of disadvantaged pupils. This guidance emphasises that early identification and support for speech, language, and communication needs (SLCN) are crucial for improving educational outcomes.</p>	<p>1, 2 and 5 Cost = £6400</p>
<p>Use of Technology:</p> <p>Implement educational technology tools that provide personalised learning experiences and allow pupils</p>	<p>According to the EEF, technology can significantly enhance the quality and quantity of practice that pupils undertake, both inside and outside the classroom. Laptops enable access to adaptive learning platforms that tailor educational content to individual pupil</p>	<p>1, 2, 3 and 5 Cost = £22000 for new laptops</p>

to progress at their own pace.	needs, fostering engagement and motivation.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90 480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dandelion Time Implementation:</p> <p>Allocate one afternoon per week for 3 staff members to effectively implement Dandelion Time, further promoting emotional well-being among pupils.</p> <p>Provide trained staff with supervision</p>	<p>Research conducted by the EEF provides evidence that targeted interventions, such as Dandelion Time, can benefit disadvantaged pupils. EEF - Teaching and Learning Toolkit highlights the positive impact of interventions that address the social and emotional needs of students, leading to improved academic outcomes</p>	<p>4 and 5</p> <p>Dandelion = £10000</p> <p>Supervision = £3000</p>
<p>Employ a Pastoral Team to:</p> <p>Share successful strategies and provide initial and ongoing professional development focused on emotional well-being and pastoral care.</p> <p>Assess pupils' needs and develop tailored intervention programmes for effective support.</p> <p>Create individual support plans and conduct regular check-ins to monitor progress and adjust strategies as necessary.</p>	<p>Professional Development in Emotional Well-Being: Equips staff to better support pupils, leading to improved engagement and behaviour. EEF - Social and Emotional Learning</p> <p>Tailored Intervention Programmes: Effective in addressing individual pupil needs, significantly improving engagement and behaviour. EEF - Improving Behaviour in Schools</p> <p>Regular Check-Ins and Support Plans: Ensures interventions are responsive and effective, promoting academic and emotional success. EEF - Special Educational Needs in Mainstream Schools</p>	<p>4 and 5</p> <p>Cost = £17000</p> <p>Part cost of learning mentor = £7080</p>
<p>To ensure that all pupils have access to a broad range of enriching activities, we will implement a variety of initiatives that enhance their learning experiences. These will include:</p> <p>Supported Trips: Organising educational trips or visitors that are accessible to all pupils, providing them with real-world experiences that complement</p>	<p>Provision of a range of initiatives to extend children's experiences:</p> <p>https://www.gov.uk/government/publication/s/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF - Teaching and Learning Toolkit</p> <p>This review of animal-assisted intervention</p>	<p>4 and 5</p> <p>Farm assistant = £7000</p> <p>Support for trips = £8000</p>

<p>their classroom learning.</p> <p>After-School Clubs: Establishing a diverse array of after-school clubs focused on various interests such as sports, arts, and sciences, allowing pupils to explore their passions, develop new skills, and foster social connections.</p> <p>Young Farmers: Introducing a Young Farmers initiative that enables pupils to learn about animal husbandry. This programme will provide hands-on experiences with our therapy animals and promote teamwork, responsibility, and an appreciation for nature.</p>	<p>in educational settings demonstrates that most of the studies reported beneficial effects on cognitive and socio-emotional behaviour and physiological responses.</p>	
<p>Family Liaison Officer:</p> <p>Employ a Family Liaison Officer and an Assistant, to enhance engagement, improve attendance, and support the academic progress of disadvantaged pupils, aligning with the school's vision of equity and support for all learners.</p>	<p>Enhanced Engagement and Support: Family Liaison Officers play a crucial role in building strong relationships between families and schools, which is essential for improving pupil attendance and academic progress. Effective communication with families can help address barriers to attendance, particularly for disadvantaged pupils. DfE - Working Together to Improve Attendance</p>	<p>4 and 5 Cost = £32000</p>

Total budgeted cost: £223 480

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 2021.22 academic year.

End of Key Stage 2 Outcomes

Y6 – Disadvantaged (26 pupils)

Y6 (39 pupils)	Teacher Assessment			Test Scaled Scores			
Subject	Towards	At	Greater Depth	<100	100+	110+	Average
Reading					57.7%	7.7%	
Writing		69.2%	0%				
Mathematics					57.7%	7.7%	

Attendance Statistics for Disadvantaged

05 Sep 2023 - 24 Jul 2024

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Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
All Students	89.76%	6.27%	3.97%

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
Times Tables Rock Stars	
Spelling Frame	
Reading Hub	