



## Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	SHOTTON HALL PRIMARY SCHOOL
Number of pupils in school	353 24 Pre-School
Proportion (%) of pupil premium eligible pupils	28% 98 pupils
Academic year/years that our current pupil premium strategy plan covers	1 YEAR
Date this statement was published	6.12.24
Date on which it will be reviewed	December 2025
Statement authorised by	J Bowmaker
Pupil premium lead	J Bowmaker
Governor	L Fenwick
Chair of Governors	T Watson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£166,650
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	£166,650

# Part A: Pupil premium strategy plan

## Statement of intent

### Our objectives for our disadvantaged pupils

- Pupils are well supported to learn within the classroom setting.
- Pupils are well managed with consistent and appropriate behaviour management strategies enabling them to fully access learning.
- Professional interventions offered where needed.
- TAs support English and Maths in classes each morning.
- TAs offer range of interventions in afternoon sessions and the impact is measured.
- Pupils attend school every day and on time.
- Pupils make enough progress to achieve age related expectations for their year group.
- Pupils make good progress in their emotional development.
- Pupils are settled and they navigate the school learning environment with independence and confidence.
- Pupils behaviour is good - both in and out of school.
- Pupils make good decisions and know how to keep safe both in and out of school. Curriculum monitoring and review ensures pupils are receiving an appropriate wide ranging curriculum.
- Interventions ensure the pupils are being well supported according to their learning needs.

## Challenges

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

Challenge number	Detail of challenge
1	Some low attainment and slow progress within PP/disadvantaged children. Some children have gaps and misconceptions and find it difficult to retain and recall prior knowledge.
2	Some children have limited experiences beyond their immediate community. Some pupils have limited access to books, writing and drawing materials and technology.
3	Some children require pastoral care support to develop their self-care skills, organisational skills, speaking and listening skills, resilience and determination.

4	Some children and their families require support to maintain positive mental health. Some children demonstrate social and emotional instability which requires support to learn well in class and gain fully from the school experience.
5	Low attendance rates for some pupil premium children.

## 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.

Challenge 1: Low attainment and slow progress rates made by some PP/disadvantaged children. Some children have gaps and misconceptions and find it difficult to retain and recall prior knowledge.	
Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>-Identified pupils maintain the standard of attainment they achieved at the end of the previous year.</li> <li>-Those that have been identified make progress/catch up</li> <li>-Pupils learn well and show consolidation of basic skills</li> <li>-Pupils receive and show impact from targeted high quality intervention</li> <li>-Pupils are well supported within the whole class</li> <li>-Pupils enjoy a positive reading culture</li> <li>-Pupils are encouraged to access our high quality books and reading role models</li> </ul>	<ul style="list-style-type: none"> <li>-All pupils make at least expected progress from their starting points</li> <li>-Pupils have regular opportunities to practise and consolidate key skills in R,W,M, S&amp;L, handwriting and mental and written arithmetic skills</li> <li>- interventions are measured and short term for impact</li> <li>-Little Wandle phonic scheme adapted and reviewed by Reading Lead</li> <li>- a love of reading is fostered resulting in all pupils enjoying reading a wide range of texts</li> <li>- termly pupil progress meetings ensure pupils are progressing and needs are well met</li> </ul>
Challenge 2: Some PP/disadvantaged children have limited experiences beyond their immediate community. Some pupils have limited access to books, writing and drawing materials and technology.	
Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>-Pupils scope is broadened as they are given wide experiences beyond that of the local community.</li> <li>They have a breadth of experience enabling them to contextualise their learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural Capital events</li> <li>Teachers ensure learning is memorable and plan a wide range of activities to inspire.</li> </ul>

<p>-Pupils enjoy an exciting, engaging and relevant curriculum.</p>	<p>Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and beyond the school day.</p> <p>Curriculum lead works closely with subject leaders to ensure the relevance of the curriculum on offer.</p> <ul style="list-style-type: none"> <li>-Subject leaders gather pupil voice views to ensure their subject is being taught well.</li> <li>- Scrutinies ensure the learning is appropriate and relevant for all pupils.</li> </ul> <p>-Teachers model behaviour for learning</p> <ul style="list-style-type: none"> <li>-Support staff are used effectively to challenge and guide children without creating an over reliance on support</li> </ul> <p>- Staff training weekly ensures all are working together to the common aims and applying similar strategies for learning.</p>
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Challenge 3: Some children require pastoral care support to develop their self-care skills, organisational skills, speaking and listening skills, resilience and determination.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>-Pupils manage their self-care skills well and are confident in the school environment</li> <li>-Pupils know how to keep safe at home and in school</li> <li>-Pupils show resilience in their learning and daily school life</li> <li>-Pupils understand how to be determined and to persist when struggling</li> </ul>	<ul style="list-style-type: none"> <li>- lesson observations, learning walks and drop in visits show children care well for themselves and operate with confidence within the classroom</li> <li>- pupil voice meetings show that pupils have age appropriate self-organisation skills</li> <li>-staff are seen to encourage pupils to develop age appropriate independence</li> <li>- staff meet pupils needs only when necessary encouraging them to do as much for themselves as they possibly can in small steps</li> </ul>

Challenge 4: Some children and their families require support to maintain positive mental health. Some children demonstrate social and emotional instability which requires support to learn well in class and gain fully from the school experience.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>- Pupils receive targeted support to address mental health needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils attending Lego therapy, nurture group, relax kids and yoga.</li> </ul>

<ul style="list-style-type: none"> <li>- Pupils families are well supported to enable them to help their child. External agencies/coffee mornings</li> <li>- Use of school communication tools enables parents/carers to speak to staff regarding concerns (dojo)</li> <li>- SENCO ensures pupils are correctly identified and intervention is effective.</li> <li>- Senior team work together to identify need and allocate support to alleviate barriers to learning.</li> <li>- CPOMS is effective in recording concerns and support.</li> <li>- Teachers know their children well and can support them in their learning and development</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils learn to socialise and manage feelings.</li> <li>- Pupils receive mentor support if needed</li> <li>- Pupils use passports to success to develop positive behaviours if needed.</li> <li>- Pupils receive counselling if needed including grief.</li> <li>- Pupils receive support from external services if required.</li> </ul>
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Challenge 5: Low attendance rates for some pupil premium children.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>- Pupils are supported to come to school every day and on time</li> <li>- Access breakfast club and tea-time club</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance rates for PP children increase</li> <li>-Pupils are in school and on time.</li> </ul>

## Activity in this academic year

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

### Teaching

**Budgeted cost: £56,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early excellence CPD</i>	Early identification of pupils needing support in any area including SEMH Development of skills in supporting young pupils	3,4
<i>Purchase of National College CPD resources for T and TA use</i>	Staff work together in weekly CPD session to ensure teaching is in line with current thinking and all practice is agreed.	2
<i>Key members of staff identified</i>	Support behaviour management, pupils with emotional needs, pupils with behaviour issues.	4
<i>Employment of support TAs to support targeted pupils where required</i>	Additional TA support for pupils with specific needs enables them to access learning	3,4
<i>Staff training from external providers</i>	Staff are upskilled in areas of teaching and learning and pastoral care and apply this to their work	1,4,5

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

**Budgeted cost: £58,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Relax kids'/Lego therapy</i>	Pupils are supported to develop techniques to enable them to cope with negative emotions and effectively manage it.	4

<i>1-1 support</i>	Pupils given time to work on a given task to support social and emotional well being	4
<i>Family support</i>	Pupils with family in school are supported to spend time together to learn and play to maintain strong relationships	4
<i>Breakfast club</i>	Pupils attend breakfast club to ensure they have a healthy and safe start to the day	3
<i>Tea-time Club</i>	Pupils are cared for in the after school club and engage in activities and games to ensure they are safe after school until collection	3
<i>TA support in class</i>	In most classes TAs support in class for English and Maths each morning	1
<i>Additional support Y5 and 6</i>	In some classes teachers support larger groups in English and maths	1

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

**Budgeted cost: £51,800**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Mental health and well-being training for staff.</i>	Staff identify pupils with need and provision is made to enable them to cope.	4
<i>Follow up by key members of staff for families where attendance is poor.</i>	Relationships have developed with existing families and quickly developing with new families. Frequent communication to ensure impact.	5
<i>Free BC/ASC places for those in need.</i>	Pupils with pastoral needs are prepared for the school day.	3,4
<i>Pupils educational visits (including residential stays)</i>	Pupils requiring financial support to attend are helped.	1,2
<i>Contribution to Year 6 course books to support learning in English and maths</i>	Pupils learning from home have access to appropriate resources in line with the rest of the class	1

<b>Teaching (for example, CPD, recruitment and retention)</b>	<b>£56,500</b>
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	<b>£58,350</b>
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	<b>£51,800</b>
<b>Total</b>	<b>£166,650</b>

## 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 2022 to 2023 academic year.

Standardised assessments completed in July 2024 show that the school has continued to maintain a good level of education.

The Curriculum lead has worked closely with subject leaders to ensure the relevance of the curriculum on offer. Children have accessed a wide range of social, cultural, enrichment and sporting experiences within and beyond the school day.

The attendance gap has once again improved between PP and non-PP and we continue to build on this.

Children have accessed a range of therapeutic interventions and show they are resilient and able to learn from their mistakes both in learning and more widely.

Pupils receive the intervention that they need and the impact of this is carefully measured.

### 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
PULSE Survey	TES
Use of class dojo as a learning tool and to communicate with parents	Class Dojo
Safeguarding online	NOS

## Further information (optional)

Provision of forest schools.

Provision of outward bound activity.

Development of grounds as a learning environment.

Provision of external visits.