

Pupil premium strategy statement

This statement details our school's use of pupil 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	Shacklewell Primary School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	Updated September 2024
Date on which it will next be reviewed	July 2025
Statement authorised by	Nicole Reid, Executive Headteacher
Pupil premium lead	Rory McGrath, Headteacher
Governor / Trustee lead	Chris Howard, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,080
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	£179,080

Part A: Pupil premium strategy plan- statement of intent

Shacklewell Primary school is committed to ensuring excellence for all pupils, regardless of socioeconomic background. Our aim is to use this funding to raise and sustain higher achievement for disadvantaged pupils. This funding will drive this group of pupils to attain at least as well, if not better, than non disadvantaged pupils nationally in all areas of the curriculum and at both the expected and greater depth standards in reading, writing and mathematics.

We expect all of our teachers and leaders to have high aspirations for all disadvantaged pupils and we endeavour to use robust assessment systems and rigorous monitoring to identify and address pupils' individual needs. Providing the necessary professional development for teachers in order for them to deploy high quality approaches to teaching is imperative.

We will focus on the key challenges which are preventing our disadvantaged pupils from attaining as well as our non disadvantaged pupils. These challenge areas are:

1. depth and breadth of academic vocabulary
2. the ability to articulate ideas and verbalise their reasoning
3. lack of wider life experiences that build background knowledge and an understanding of the world around them.

The approaches we have adopted support pupils to make a strong start at primary school and help them excel. To ensure these are effective, we will:

1. use effective data measuring tools to track all pupils
2. use timely interventions to address gaps and promote rapid progress
3. ensure all staff understand that they are accountable for the outcomes of disadvantaged pupils and that they have high aspirations for them all
4. provide a rich array of cultural experiences for identified pupils in addition to the school's package of enrichment activities

We recognise that disadvantaged pupils across the school face additional barriers that affect their attendance, their mental and physical wellbeing and hinder them from having the same opportunities as non disadvantaged pupils when it comes to life experiences and enriching opportunities.

Disadvantaged pupils at Shacklewell will have access to a nurturing and enriching curriculum which allows for higher levels of engagement and promotes higher aspirations and a sense of community belonging. Our learning mentor and attendance officer will work alongside the school leadership team to promote the wellbeing of pupils and to support families in order to increase attendance.

Challenges

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

Challenge number	Detail of challenge
1	External data shows that disadvantaged pupils attain less well in reading and mathematics at the end of Key Stage 2. In the most recent reported data 35% of disadvantaged pupils met the expected standard in RWM compared to 63% for the whole cohort.
2	Our baseline assessments, discussions and observations reveal delays in language acquisition and depth of vocabulary use for disadvantaged pupils. In 'Communication and Language' baseline assessments only 50% of disadvantaged pupils were on track.
3	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points. The cost of living crisis has exacerbated this problem for families.

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
<p>All disadvantaged pupils leave Shacklewell as fluent readers, able to comprehend and discuss what they read across the curriculum.</p>	<ul style="list-style-type: none"> ● On entry assessment in EYFS identifies that 70% of DAdv pupils have significant gaps in their knowledge of phonics. Action is taken to address the gaps and intervention is timetabled immediately. ● Additional members of staff are deployed to support one-to-one phonic interventions. ● Booster classes are run before school to provide additional practice for disadvantaged pupils identified as not on track. ● Children learning to read are ably supported by parents and carers due to the support of school staff. ● Whole class reading is tailored to the pupils' needs and is focused on building fluency and comprehension. ● Reading for pleasure is integrated into daily life at the school. All children are read to daily and are able to discuss what they are reading and can make recommendations to others. ● High quality texts are purchased to appeal to a range of interests and to ensure all children are enticed to develop a reading habit. ● All children feel confident reading across the curriculum and independently build knowledge of the world through reading. ● By 2025 the progress score in reading for disadvantaged pupils will have increased to at least 0.5 in order to be in line with non-disadvantaged pupils within the local authority.
<p>All disadvantaged pupils leave Shacklewell with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<ul style="list-style-type: none"> ● End of KS2 assessments identify a school gap of 32% between disadvantaged pupils and their peers with potential barriers to learning in mathematics. ● A timetable of support is created to allow for interventions and sessions (within and outside of the school day) to take place. ● Pupil attainment reviews in all year groups ensure gaps are pinpointed and teaching adjusted to meet the needs of children. Teachers receive support from leaders and training to understand how to ensure all children reach their potential. ● Intensive CPD for teachers and support staff, alongside instructional coaching from a maths consultant ensures that provision for all children is excellent and leads to improved outcomes for disadvantaged pupils. ● Online resources such as TT Rockstars are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home. ● Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain. ● Support staff are trained in how to support vulnerable children within and outside of lessons. ● By 2025 the progress score in maths for disadvantaged pupils will have increased to at least 0.3 in order to be in line with the scores for non disadvantaged pupils within the local authority.
<p>All disadvantaged pupils have improved knowledge of vocabulary and the ability to explain and reason orally.</p>	<ul style="list-style-type: none"> ● Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons. These are seen being deployed consistently in lessons across the school. ● Key vocabulary is mapped across the curriculum over time so that children's knowledge of language builds sequentially and cumulatively. ● Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching. ● Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary. ● Parents and families know the vocabulary the children are learning through information sent home to them. ● The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by the classteacher through intervention and booster sessions. ● Assessments show a reduction of at least 10% in the attainment gap between disadvantaged and non-disadvantaged pupils.

To ensure children at Shacklewell are exposed to a nurturing and enriching curriculum, which stimulates, promotes, and allows for higher engagement levels, whilst also closing gaps between peers through offering shared life experiences.

- A full curriculum review across the federation ensures that the children receive a wide ranging, diverse and exciting curriculum. Ongoing monitoring of the implementation of the curriculum ensures that the intention has a direct impact on pupils.
- Teachers are coached and supported when planning, to provide inspiring lessons that will capture children's love of learning.
- Relationship building with all pupils will be prioritised during staff training to ensure that children who are disadvantaged build trusting and secure relationships with their class teacher and feel confident to express themselves.
- A comprehensive package of enrichment trips is planned for all pupils, but with particular attention paid to enhancing the opportunities for those children who are disadvantaged.
- Tracking systems are in place to ensure that all children have equitable access to curriculum trips, enrichment trips, and diverse opportunities.
- The school will develop a package of student advocacy groups which will ensure that all children have a meaningful voice within the school. These groups will develop and promote issues that will have a lasting impact on the school and local community.
- School environments, special visitors and topic days will promote a love of learning, allowing children to share special school experiences with each other and build on prior knowledge together.

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: £90,000

Activity	Evidence that supports this approach	Challenge(s) addressed
Standardised diagnostic testing to identify individual pupil need for teaching and learning and academic intervention.	Standardised tests can provide reliable insights into the specific strengths and areas of development for each pupil. We are able to use this data to ensure they receive appropriate support in lessons and interventions where appropriate: EEF Implementation Guidance (Section 5)	1,2
Ensuring teaching of phonics and early reading is excellent through investing in professional development, practice sessions and instructional coaching. Providing access to families to fully decodable home reader books and ebooks. Supporting families to understand early reading strategies through workshops and sidebyside learning.	There is a strong evidence base to show that high quality phonics teaching gives all children a solid reading base upon which to build as they progress through school and develop the habit of reading widely and often, for both pleasure and information: EEF Toolkit Phonics EEF Improved Literacy in KS1	1,2
Ensuring children have an intrinsic motivation for reading through developing a love for reading. Developing teacher subject knowledge of children's literature. Developing children's knowledge of themselves as readers.	Children are more likely to read widely and often when a robust 'Reading for Pleasure' pedagogy is implemented by a school. This is dependent on teacher's knowledge of learners and high quality children's literature OU RFP Research Project	1
Ensuring vocabulary is taught explicitly across the curriculum. Focus vocabulary is planned in every lesson, shared on learning walls and knowledge organisers.	Mathematics Mastery- Dimensions of Depth: Language and Communication Support from North East London Maths Hub	1,2
Continuing to develop the use of individualised instruction in mathematics lessons. Maths interventions and additional sessions ensure all pupils have the opportunity to reason, make links and use maths in real life contexts.	Mathematics Mastery- Dimensions of Depth: Mathematical Thinking Support from North East London Maths Hub	1,2

Targeted academic support

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge(s) addressed
I Can Early Talk Boost used to support EYFS children	Oral language interventions have a positive impact on pupils' language skills and this can diminish gaps in attainment: EEF Toolkit Oral Language Interventions	2
SaLT small group interventions for those on the SEND caseload	There is good quality research evidence about effective interventions in the areas of cognition and learning, social, emotional and mental health, and communication and interaction: EEF Dialogic Teaching SEN support: A rapid evidence assessment	1,2
One-to-one RWI phonics tutoring for all children unable to blend	Precise tuition, targeted at specific needs and gaps is an effective method to support pupils to catch up and prevent children from falling behind: EEF Toolkit Onetoone Tuition	2
Reading fluency interventions for children in KS2 to develop fluent and confident readers	EEF Improving Literacy in KS2	1,2
Precision teaching using Maths Mastery intervention tools for all children to close the gaps in understanding	Mathematics Mastery: Closing the Gap-Teacher Intervention Guidance EEF Teaching Assistant Interventions	1

Wider strategies

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge(s) addressed
Free or subsidised enrichment club places for targeted pupils.	Arts participation can have benefits on other areas of academic learning and wider benefits such as more positive attitudes to learning and increased well-being: EEF Arts Participation	3
Additional enrichment opportunities and programmes and subsidised places on residential trips.	EEF Essential Life Skills EEF Arts Participation	3
Redefined role for learning mentor to promote progress for all pupils	EEF Attendance Guidance	2

Total budgeted cost: £ 179,050

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.

Trips and visits

Pupil premium funding allowed many trips and visits to take place over the year specifically catering to our disadvantaged pupils. These trips have been instrumental in extending learning beyond the classroom, offering hands-on experiences that foster curiosity, creativity, and a deeper understanding of the subjects pupils are studying. By visiting diverse locations, from museums and cultural landmarks to outdoor educational sites, our students have gained new perspectives and opportunities to apply their classroom knowledge in real-world contexts. The positive feedback from both students and teachers highlights the value of these experiences, as they spark enthusiasm for learning, encourage teamwork, and support holistic development. This successful use of funding has allowed us to create memorable educational opportunities that will leave a lasting impact on the students, enriching both their academic and personal growth. We remain committed to continuing this initiative, ensuring all children have access to meaningful and inspiring learning adventures.

Resources

Pupil premium funding has been used to purchase essential intervention resources, e.g. for iCan and RWI Phonics, as well as high quality fiction and non-fiction texts that engage a range of pupils from different backgrounds. The purchasing of these texts has played a pivotal role in ensuring that our disadvantaged pupils have equitable access to a diverse and enriching collection of reading materials. By providing a wide range of text types and genres—spanning fiction, non-fiction, poetry, and informational texts—students are exposed to various perspectives, narratives, and themes that broaden their understanding of the world around them. These texts not only enhance their knowledge of people, places, and cultures but also help them connect with experiences that may be unfamiliar, fostering empathy and a deeper appreciation for diversity.

Moreover, having access to such a varied selection of reading material helps develop key literacy skills, including comprehension, critical thinking, and vocabulary acquisition. It empowers students to explore their interests and discover new passions through reading, igniting a love of literature that can last a lifetime. By engaging with different genres, pupils are encouraged to explore different ways of thinking and expressing themselves, building both their academic abilities and their self-confidence. This investment in high-quality, diverse texts has been critical in levelling the playing field, ensuring that all children, regardless of their background, can benefit from the transformative power of reading. In doing so, we are not only supporting their educational progress but also nurturing a culture of lifelong learning and curiosity.

Staffing deployment

Staff have benefited from regular, focused training and ongoing support, which has enabled them to consistently deliver high-quality interventions in key areas such as maths, phonics, reading, and communication & language. This professional development has equipped teachers and support staff with the latest strategies, tools, and best practices, ensuring that they can effectively address the diverse learning needs of our pupils students. The training has not only increased staff confidence but also enhanced their ability to deliver tailored interventions that are both engaging and impactful, particularly for those pupils who need it the most.

Pupil Attainment (2023-24)

- In year 1 pupils from disadvantaged backgrounds performed exceptionally well in the Phonics Screen Check with 100% of this pupil group passing the check. Year 2 children retaking the PSC also performed well, with 75% of pupil premium children achieving the standard.
- In the KS1 SATs pupils from disadvantaged backgrounds in year 2 performed extremely well compared to their peers in the KS1 SATs tests. 85% of children qualifying for pupil premium achieved EXS in the combined measure, with 34% achieving GDS.
- In the year 6 SATs, pupils from disadvantaged backgrounds performed poorly in comparison to their non disadvantaged peers. Less of half of these children achieved the combined expected standard whereas over 75% of non disadvantaged peers.

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
Kapow PSHE & RSE	Kapow
Mathematics Mastery	Ark Curriculum+
Read Write Inc	Ruth Miskin
Music Tuition	Hackney Music
Projects on a Page	The Design and Technology Association
AccessArt Primary Art Curriculum	AccessArt
DigiMap for Schools	University of Edinburgh

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A