

# Pupil premium strategy statement – John Shelton Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	217 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Janine Storer
Pupil premium lead	Janine Storer/Melanie Versey
Governor / Trustee lead	Father Simon Oakes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£102,430</b>
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
<b>Total budget for this academic year</b> <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>	<b>£102,430</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

**31% of our children are eligible for Pupil Premium Funding, compared to 23.8% nationally. Our IDACI score is 0.249 which means 25% of our children are from deprived families. John Shelton Primary is situated in Holbrooks which is amongst the 20% most deprived neighbourhoods in the country. Holbrooks ranks 5218 out of 32,844 neighbourhoods.**

At John Shelton Primary School, our intention is that all pupils, regardless of their background or the challenges they face, make great progress and achieve across all curricular areas. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Through the use of this additional funding, we aim to achieve the following objectives for our disadvantaged children:

- Be able to communicate confidently in a wide range of contexts
- Have aspirations for a future career by removing the barriers created by poverty, family circumstances and background.
- Achieving in line with age expected peers in reading, writing and maths both within school and nationally.
- Ensure all children are able to read fluently and with good comprehension to enable them to access the breadth of the curriculum and succeed in later life.
- Access a wide range of opportunities to develop their Cultural Capital and breadth of life experiences.

We intend for our children to achieve in line with or better than other pupils nationally. We will ensure that our Pupil Premium Strategy is underpinned by Quality First Teaching across the school which is tailored to meet the needs of individual children. This QFT along with additional strategies, will ensure that the children flourish both socially and academically. We will focus closely on the areas that research suggests disadvantaged pupils find the most challenging. Evidence shows that this approach has the greatest impact and benefits all pupils.

Through our rich curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our core values in an environment which is safe, supportive, encouraging whilst also challenges their thinking. Our curriculum has been designed to give our children what they need #theJSway

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning. This will include the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities such as sport, music and art.
- Provide appropriate nurture and pastoral support to enable children to access learning within and beyond the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech and Language / Language Acquisition</b> - Low levels of language acquisition on entry to school (70% arrived at school with language levels below the expected in September 2024). Across the school, children demonstrate underdeveloped oral language skills and have gaps in their vocabulary. This is more prevalent in our disadvantaged pupils.
2	<b>Pupil and Family Wellbeing and Mental Health</b> - A proportion of our children have experienced trauma in their lives due to adverse childhood experiences (e.g. poverty, crime, breakdown of family structure, bereavement, parents dependent on alcohol or drugs, poor parental mental health) as a result our disadvantaged pupils attain less well than their peers.
3	<b>Low Attainment on Entry to EYFS</b> - Our children enter Reception with low attainment in all areas. Disadvantaged pupils generally have more difficulties than their peers due in large to their home circumstances.
4	<b>Attendance and Persistent Absence</b> - Many of our disadvantage pupils lack daily routines at home. Those pupils who are persistently absent are PP pupils. Their attendance and punctuality impacts on their attainment. The fact that they have reduced hours in school causes them to fall behind their peers. This also results in a lack of aspiration and low self-esteem.

5	<b>Literacy Skills</b> - The majority of children enter Early Years with significant low levels of English and Communication skills. Children's low development of oral language is directly linked to limited exposure to literature and lack of experiences. Books are not evident in a large proportion of homes.
6	<b>Parental Engagement</b> – parents are often reluctant to attend school events and lack the confidence/ability/desire to support their children at home with their learning and don't see the importance of their child attending school every day.
7	<b>Low income background</b> – Our children often come from low income backgrounds where parents sometimes have to prioritise working and family budget over hearing their child read, trips, uniform etc
8	<b>Social skills</b> – Many children are observed to have poor social skills and haven't yet developed the ability to make relationships.

## 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
Improve oral language skills and vocabulary amongst disadvantaged pupils	To close the gap by the end of EYFS so that PP achieve in line with non-PP for Listening, Attention and Understanding. Levels of oracy are improved in KS1 and KS2.
Improved reading and phonics attainment for disadvantaged pupils.  Increase the proportion of children passing the phonics screen in Year 1 and Year 2. Increase the average score for children in the phonics screen in Year 1 and Year 2.	To achieve at least in line with national in the Phonics Screening Check.  To be at least in line with national expectations. For those children who do not meet the expectation, we expect to see significant progress in their scores over time.
All PP children attend well and are punctual. This will lead to better learning outcomes.	Attendance for PP children in line with non-PPG and national.
Pastoral support provides disadvantaged learners with the emotional skills to support their wellbeing and ensure they are fully engaged in school.	Children will be identified based upon SEMH needs and possible external agencies support e.g. Early Help Plans. Specific social and emotional support provided for identified individuals and their families. Drawing & Talking Therapy and Mulberry Bush Curriculum for children that require it.
Reduce the impact of social and emotional experiences in home life on pupil attainment	Eligible children will have the opportunity to access enrichment activities and trips to aid

and wellbeing through increased enrichment opportunities.	real life experiences termly. They will be given first opportunity to sign up to after school clubs which will be free. All eligible children will be offered financial support towards trips, residentials, uniform and Christmas presents. No child will be denied access to a trip even if the parents can't contribute.
Parents to have opportunities to engage with school life regularly. Family learning courses will be available to support parents with parenting skills and to support parents in helping their children academically.	High attendance at Family Learning courses. More children being heard read at home on a regular basis. Good attendance at parent's evening and other school events.

## 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: £48,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read,Write,Inc CPD for all staff from consultant</p> <p>Quality assurance days from RWI consultant</p> <p>Embedding a whole school oracy curriculum</p> <p>Training for English lead.</p> <p>English Lead to assess RWI children every 6 weeks and regroup.</p> <p>English lead to train and monitor 1:1 RWI tutoring.</p>	EEF confirms that there is a strong evidence base that suggest oral language interventions are inexpensive to implement and can have high impact on reading.	1,2,3,5,8

Employment of extra Teaching Assistants to support across Reception, KS1 and KS2.	<p>A percentage of teaching assistant salary is funded by Pupil Premium. This is to support good pupil progress and supports vulnerable children.</p> <p>Children enter school with very low levels of language acquisition and a very limited vocabulary. Reducing adult/child ratios where possible enables more individual modelling of good language.</p> <p>Over time, disadvantaged pupils have benefitted from additional input given by TA's. They support in- class work and give pastoral support.</p>	1,2,3,5,6,8
Teaching assistant employed to hear the lowest 20% of readers read at least three times per week.	Monitoring has shown an increase in children's fluency and comprehension by having a trained person hear them read individually.	1,2,3,5
English lead non-class based to lead TA's in targeting extra reading and phonics work	<p>Phonics score for PP children rapidly improving after targeted intervention from English lead/TA.s</p> <p>EEF research has shown that 1:1 teaching has a significant impact on PP children's progress.</p>	1,2,3,5

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

Budgeted cost: £32,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 'fast track' Speech and Language Therapy from a private therapist.	Early intervention enables children to catch up with their peers	1,2,3,5,8
Subsidise employment of pastoral team (Learning Mentor and Specialist HLTA) to provide pastoral support for children and families	Our children often have multiple vulnerabilities including social circumstance, which present a barrier to their learning. Pastoral work with children and their families helps to	2,4,6,7,8

as well as 1:1 and small group work.	ensure that home life is stable and supportive for the child. Drawing & Talking Therapy and Mulberry Bush Curriculum for children that require it – carried out by Learning Mentors	
--------------------------------------	--	--

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor work with vulnerable children and families to ensure they can access learning.</p> <p>Learning Mentor working with families and LA to improve attendance</p>	<p>EEF report 2015 states that pupils need to be in school to learn and achieve.</p> <p>Good attendance is directly linked to better attainment.</p>	2,3,4,6,7,8
<p>Extra-curricular opportunities through clubs</p> <p>Subsidise trips for all PP children</p>	<p>Children will be targeted for clubs and sessions which are felt to be beneficial to them in boosting self-esteem, raising aspirations and widening their life experiences.</p> <p>Subsidised trips will ensure all children benefit from real life experiences which will support their learning. Residential trips will be heavily subsidised for all children.</p>	2,3,4,6,7,8
<p>Subsidise costs of Specialist HLTA employed to work with children at risk of suspension or PEx due to behaviour.</p>	<p>1:1 support will ensure that children's individual needs are met.</p>	2,4,6,7,8

Family learning project	<p>Research shows that children who are well supported at home and who have parents who engage with school, achieve better.</p> <p>Parents who are unsure of how to support their child can see methods and strategies being modelled and can use them at home.</p>	1,2,3,4,5,6,7,8
-------------------------	---	-----------------

**Total budgeted cost: £102,430**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### KS2 SATs (Year 6)

30 children	National Data	Coventry Data	Summer 2023															
			All		PP		Non-PP		SEND		EAL		Boys		Girls		White British	
			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Maths	73%	70%	80%	40%	67%	33%	86%	43%	44%	33%	76%	47%	78%	44%	83%	33%	90%	30%
Reading	73%	67%	83%	20%	78%	11%	86%	24%	56%	22%	76%	18%	78%	17%	92%	25%	90%	30%
Writing	71%	68%	83%	0%	78%	0%	86%	0%	56%	0%	76%	0%	78%	0%	92%	0%	90%	0%
Spag	72%	71%	83%	37%	78%	44%	86%	33%	56%	22%	76%	47%	78%	44%	92%	25%	90%	20%
Science (TA)	80%		83%	0%	78%	0%	86%	0%	56%	0%	76%	0%	78%	0%	92%	0%	90%	0%
RWM Combined	59%	55%	80%		67%		86%		44%		76%		78%		83%		90%	

#### KS2 SATs (Year 6)

32 children	National Data	Coventry Data	Summer 2024															
			All		PP		Non-PP		SEND		EAL		Boys		Girls		White British	
			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Maths	73%	71%	75%	28%	67%	20%	80%	27%	22%	0%	79%	36%	75%	20%	75%	42%	82%	18%
Reading	74%	70%	75%	38%	73%	20%	76%	53%	33%	0%	64%	43%	65%	35%	92%	42%	91%	36%
Writing	72%	70%	81%	3%	84%	0%	76%	6%	44%	0%	71%	0%	75%	5%	92%	0%	100%	0%
Spag	72%	72%	75%	47%	77%	40%	76%	53%	33%	0%	64%	50%	65%	35%	92%	67%	91%	36%
Science (TA)	81%	78%	91%	0%	93%	0%	86%	0%	67%	0%	86%	0%	90%	0%	92%	0%	100%	0%
RWM Combined	61%	57%	66%	3%	50%		76%		0%		64%		60%		75%		73%	

In KS2 the gap has narrowed between PP and Non PP over the last 2 years and in the case of SPAG and Writing the PP children out performed the Non PP children.

#### Phonics Screening Data (Year 1)

30 children	National Data	Coventry Data	Summer 2023							
			All	PP	Non-PP	SEND	EAL	Boys	Girls	WB
Number Passed			21	4	17	3	9	13	8	8
%	79%	76%	70%	57%	74%	33%	75%	68%	73%	57%

#### Phonics Screening Data (Year 1)

30 children	National Data	Coventry Data	Summer 2024							
			All	PP	Non-PP	SEND	EAL	Boys	Girls	WB
Number Passed			23	7	16	3	8	11	12	10
%	80%	78%	79%	78%	76%	50%	80%	73%	86%	77%

The gap between PP and Non PP in Phonics screening has narrowed over the last 2 years. In 2024 the PP children out performed the Non PP children.

**MTC (Year 4)**

29 children	Summer 2023							
	All	PP	Non-PP	SEND	EAL	Boys	Girls	WB
Number Passed	18	4	14	4	8	11	7	4
%	62%	44%	70%	40%	67%	73%	50%	31%
16+ Marks	25	7	18	7	11	14	11	7
%	86%	78%	90%	70%	92%	93%	79%	54%

**MTC (Year 4)**

30 children	Summer 2024							
	All	PP	Non-PP	SEND	EAL	Boys	Girls	WB
Number Passed	21	7	14	2	8	11	10	8
%	70%	58%	78%	50%	67%	73%	67%	62%
16+ Marks	29	12	17	3	11	14	15	13
%	97%	100%	94%	75%	92%	93%	100%	100%

In the MTC the gap is narrowing between PP and Non PP due to the interventions that are in place.

**GLD (Reception)**

	GLD							
	All	PP	Non-PP	SEND	EAL	Boys	Girls	WB
EXS	15	2	13	2	4	7	8	8
%	50%	40%	54%	29%	50%	41%	62%	57%

**GLD (Reception)**

	GLD 2024							
	All	PP	Non-PP	SEND	EAL	Boys	Girls	WB
EXS	16	3	13	1	7	6	10	5
%	53%	60%	52%	14%	58%	43%	63%	42%

Due to the targeted interventions PP children out performed Non PP children in 2024.

--

### 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.*

<b>Programme</b>	<b>Provider</b>
Phonics training	Read, Write, Inc

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*