

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Shireland Technology Primary School
Number of pupils in school	347 Including Nursery
Proportion (%) of pupil premium eligible pupils	35.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	22/12/2023
Date on which it will be reviewed	Annually
Statement authorised by	Lady Kirsty Grundy Principal
Pupil premium lead	Joshua Parkes: Key Stage One Phase Lead
Governor / Trustee lead	Samreena Cameron Teaching and Learning Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125377.35
Recovery premium funding allocation this academic year	£9135.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134512.35

# Part A: Pupil premium strategy plan

## Statement of intent

As new and growing free school, we have significant barriers to ensuring that all families of pupils that are eligible for the Pupil Premium are applying for funding. This has been a significant focus for the past academic year, increasing our Pupil Premium percentage year on year. We continue to work to support our families to appreciate the purpose of the Pupil Premium and to remove any social stigma that has been attached to this and free-school meals in our community.

Our strategy for the use of the pupil premium has been reviewed and updated for the academic year 2022-2023. This review has allowed us to refocus on the challenges that are now prevalent across our school community and to ensure that we are focussing the pupil premium in the areas that are most needed by our pupils and their families.

Our strategy aims to address the disadvantage gap by targeting the underlying challenges across our locality and school community, including but not limited to, emotional and social development, supporting families to engage in home learning opportunities and supporting the development of early reading and early number skill. We believe that our strategy for the Pupil Premium strengthens our wider plan for education recovery and closing the attainment gap, with approaches such as targeted online tuition being provided to our pupils to support lost learning catch-up and provide additional opportunities for stretch and challenge for all.

Our approach to the allocation of the Pupil Premium is underpinned by the guidance provided by the Education Endowment Foundation. Quality first teaching is fundamentally important to the attainment and progress of all of our pupils, regardless of their eligibility for the Pupil Premium. As a proven strategy for closing the disadvantage gap, focussing on high quality teaching is central to our approach to spending the Pupil Premium. Targeted academic support and approaches to wider barriers to learning and personal development are also essential to effectively supporting our pupils to achieve and excel. This is as true for our disadvantaged pupils as it is for non-disadvantaged pupils and as such, we apply approaches to the betterment of our provision to all of our pupils, supported by the Pupil Premium funding to close the disadvantage gap. Our Pupil Premium strategy is quick to respond to the challenges our pupils face and is not static. Whilst we believe that our approaches are effective in closing any disadvantage gaps, as a new school we must focus on being responsive to the changing challenges present in our school community. Our focus is not simply on the academic performance of our pupils but rather on providing a 'whole education' so also focuses on pupils' personal development, their emotional health and mental wellbeing and in providing a range of experiences that might not otherwise be possible, including the development of a broad cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Early Reading</b> Early reading continues to be a significant barrier to success across our school. Pupils eligible for the pupil premium are making improved progress in reading. However, this progress is based on an early reading provision that has been significantly supported by the pupil premium and this must continue.
2	<b>Communication and Language (EAL)</b> Communication and language development is a persistent issue in our community. Many of our pupils have English as an additional language and start from a base of poor oral language skills and a limited range of vocabulary.
3	<b>SEMH and wellbeing</b> Emotional, social and mental wellbeing issues continue to provide a challenging backdrop to the personal and academic progress pupils eligible for the pupil premium make, and to the quality of the relationships they form.
4	<b>Maths</b> Assessment data indicates that pupils eligible for the pupil premium do not achieve as highly as their peers in mathematics, especially in early number skill development.
5	<b>Supporting home learning</b> Families in our community often face significant barriers to supporting their child's learning at home. These barriers range from confidence to support learning through to a lack of resource.
6	<b>Aspirations and experiences</b> The local community has high levels of deprivation, unemployment and social deprivation. This impacts on the aspirations of our pupils and the life experiences they have.
7	<b>Attendance and punctuality</b> Regular attendance and punctuality continue to be of low importance to some of our families. With successful strategies implemented to encourage the attendance of pupil premium learners, their attendance has improved. Punctuality remains a more significant barrier to pupil premium attainment and attendance strategies must also continue.
8	<b>Behaviour</b> Our internal tracking data indicates that pupils eligible for the pupil premium are statistically more likely to be involved in behaviour incidents than pupils not eligible for the pupil premium.

## 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
High levels of attainment in early reading	Disadvantaged pupils meet at least the expected standard in reading by the end of Key Stage One in line with non-disadvantaged peers.
Improved communication and language skills and increased range of vocabulary	A broad range of evidence indicates that pupils communicate effectively with a more sophisticated bank of vocabulary. These sources might include, pupil oracy, books, assessment data and engagement in learning.
Excellent attitudes to learning, high levels of self-awareness, self-regulation and effective relationships.	Pupils demonstrate excellent attitudes to learning, high levels of self-awareness and self-regulation and build effective relationships with peers and adults.
High levels of attainment in mathematics, with a specific improvement in early number skills.	Disadvantaged pupils meet at least the expected standard in mathematics by the end of Key Stage One in line with non-disadvantaged peers.
Increased levels of family engagement in home learning	Home learning is valued by the majority of our families and pupils. Families feel supported to support their child's learning and this leads to higher levels of engagement.
Pupils have high aspirations for their futures and a range of wide life experiences	Pupil voice indicates that pupils have high aspirations for their futures. They take pride in their work, commit to learning beyond the classroom and talk enthusiastically about broader learning from the experiences they have had.
Disadvantaged pupils attend school more consistently and are more punctual. Families value the importance of regular attendance and punctuality and this supports their children's attitude towards learning.	Attendance and punctuality data for disadvantaged pupils at least in line with their non-disadvantaged peers.
The likelihood of disadvantaged pupils being involved in behavioural incidents reduces.	Behaviour tracking data demonstrates disadvantaged pupils are no more likely to be involved in behaviour incidents than their non-disadvantaged peers.

## 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: £78971.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom-based staff	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Making Best Use of Teaching Assistants   EEF	1,2,3,4,8
Purchase of NTS standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1,2,4,5,8
Improve and maintain provision for the 'most' disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome and Friday Enrichment afternoons into the curriculum, as well as utilising and increasing engagement with school and Trust initiatives to support family engagement.	NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance. Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)	2,3,6,7,8
Reduce barriers for attending extra-curricular activities to improve academic progress and also promote cultural capital.	Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)	3,5,6,7,8
Embed approaches in class to support the development of communication and language and early reading skills.	Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Communication and language approaches (+6 months), Phonics (+5 months), Reading and	1,2,3,5,6,8

	comprehension strategies (+6 months), Oral language intervention (+6 months)	
Development of mathematics teaching in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3,4,6,7,8
Provide targeted staff CPD to ensure quality first teaching	Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.  <a href="#">Characteristics of Effective Teacher Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,8
Promote a life long love of reading by providing a reading rich environment and opportunities for pupils to engage with.	EEF reports recommends classroom strategies that improve pupils vocabulary and reading ability.  <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,2,5
Implement and embed Flipped Learning as a tool to engage pupils and families in learning beyond the classroom.	EEF Studies show positive impact of Flipped Learning and family engagement on pupil outcomes.  <a href="#">Flipped Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	5,6
Remove financial barriers to educational and aspirational experiences by subsidising associated costs where appropriate.	Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes.  Enrichment Theory, Research and Practice:  <a href="#">(PDF) Enrichment Theory, Research, and Practice (researchgate.net)</a>	2,3,6
Purchase of a DfE validated Systematic Synthetic Phonics programme reading text (Matched the Rocket Phonics Scheme) to secure strong process and applying current phonics knowledge at home. Rocket Phonics home readers Rocket Phonics Guided reading text	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF Strategies are often taught to a class and then practiced in pairs or small groups. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	

Engage in regional and national competitions related to learning in school in order to provide exceptional experiences and raise aspirations.	Research indicates that pupils in education benefit from healthy academic competition as well as sporting competition <a href="#">(PDF) The role of competitions in education (researchgate.net)</a>	
Contingency fund to ensure we can develop approaches that effectively respond to additional challenges as they arise	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Budgeted cost: £34907.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support: Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes	NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.  Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).	1,2,3,4,6,8
Provide targeted support in early reading development, including additional phonics, developing wider reading strategies and supporting reading at home.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Communication and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)	1,2,3,6,7,8
Maintain and improve delivery of a maths-based intervention, focusing on developing early number skills, through small group tuition.	EEF research in structured interventions indicate high efficacy if a number of criterion are met. <a href="#">Recommendations 5 and 6: unpacking the evidence   EEF (educationendowmentfoundation.org.uk)</a>	3,4,6,7,8
Improve provision for pupils with speech, language and	EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes.	1,2,3,6,7,8



communication needs by embedding targeted intervention and providing high quality staff CPD	<a href="https://www.educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	
Engage with, and go beyond, the National Tutoring Programme to ensure that our pupils in most need of lost learning catch-up regularly.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1,2,4

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

Budgeted cost: £20634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving access to ICT/technology in order to support home learning	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4,5
Promoting and maintaining the high value placed on regular school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	3,7,8
Improve the provision of nurture group to support children with SEMH needs	EEF report highlights the need to provide additional support for children who have possible SEMH needs. <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	3,7,8
Re-establish a mentoring provision to support children with acute SEMH needs	EEF report highlights the need to provide additional support for children who have possible SEMH needs. <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	3,7,8
Establish a careers program and provide opportunities to broaden horizons of pupils which is driven by current research rather than assumptions.	EEF report highlights benefits of forming and developing career aspirations from the early years of a child's life. <a href="https://www.educationendowmentfoundation.org.uk">Employer engagement in education   EEF (educationendowmentfoundation.org.uk)</a>	6
Support for families aiming to develop their parenting skills and/or	Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils.	1,2,4,5



further engage with their child's learning.	EEF report indicates that parental engagement has an impact of +4 months <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	
Develop targeted provision for pupils at risk of exclusion, including support for wellbeing, educational provision and family support.	EEF report highlights the need to provide additional support for children who have possible SEMH needs. <a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	3,5,6,7,8

**Total budgeted cost: £134512.35**

## 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.

*The performance of our pupils who are eligible for the pupil premium is routinely monitored and analysed using key stage 1 performance data, phonics check results, multiplication check results and our own internal assessments.*

*Shireland Technology Primary School opened in September 2019 with a Reception and Year One cohort. As such, the oldest children are in Year Five and we are yet to have children reach the end of key stage two. Therefore, there is no end of key stage two performance data to analyse.*

*Statutory assessment data indicates that pupils from all backgrounds, including disadvantaged backgrounds, achieved well in the last academic year. Our internal assessment data also shows that children achieve well in our school. In previous academic years, our performance data highlighted that the greatest attainment gap was in Maths. Actions taken to address this attainment gap were timely and effective and resulted in children making accelerated progress. As a result, gaps have narrowed and in some cohorts, pupil premium children are now out performing their non-pupil premium peers in mathematics.*

*Performance data from the end of the last academic year indicates that the greatest attainment gaps are in Key Stage One reading and Key Stage Two writing. As such, our strategy has evolved to support disadvantaged pupils to make more progress in these areas. Whilst there is an attainment gap between our disadvantaged and non-disadvantaged pupils meeting the expected standard, this is addressed through the measures outlined in our previous strategy. Much of the strategy has been effective in meeting the needs of our pupils and our new strategy for the upcoming period builds upon this, whilst also responding to new or more prevalent challenges our pupils face.*

*As a technology primary school, we continue to use our remote learning offer to actively encourage learning at home. Our 'Flipped Learning' approach aims to support all families to engage in meaningful learning activities with their children at home. This engagement provides an excellent foundation for success in the classroom. Despite this, we are aware that access to technology at home still disproportionately affects pupils from disadvantaged backgrounds and we aim to support our pupils and their families in this area.*

*A significant factor in our year-on-year analysis of the performance of pupils from disadvantaged backgrounds is the fact that we are still a new school. We continue to work hard with our community to raise awareness of the pupil premium and to remove a perceived social stigma of being eligible. The number of pupils eligible for the pupil premium is now better representative of the community our school serves but there is still a way to go to ensure numbers are fully reflective. As more children continue to be identified as being eligible for the pupil premium, the impact of this on our data analysis over time is noted and considered.*

*Persistent absenteeism is a school-wide issue that we are working with our families to address. Our rates of persistent absence are currently below the national average but unauthorised leaves of absence are becoming an inhibiting factor to the progress some pupil make. As a school we are addressing this in a number of ways and have used the Pupil Premium to promote the importance of regular school attendance. This continues to be a key strand of our pupil premium strategy.*

## 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
WellComm	GL Assessment
NELI	Nuffield Foundation
Flash Academy	Flash Academy
Tuition	TUTE
Online Rocket Phonics	Rising Stars - Hodder
Lexia Core 5 Reading	Lexia
NumberStacks	NumberStacks

## 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