

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	Shireland Technology Primary School
Number of pupils in school	414 including Nursery
Proportion (%) of pupil premium eligible pupils	34.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	20/12/2024
Date on which it will be reviewed	Annually
Statement authorised by	Andrew Collins Associate Principal
Pupil premium lead	Joshua Parkes Assistant Principal
Governor / Trustee lead	Liam Fletcher Teaching and Learning Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,440.00
Recovery premium funding allocation this academic year	£0
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	£152,440.00

Part A: Pupil premium strategy plan

Statement of intent

While the number of pupils eligible for the pupil premium is more reflective of our community this year, there are still several pupils who may qualify but have not yet applied. We are committed to eliminating barriers to ensure that *all* eligible families apply for the Pupil Premium funding. Our priority remains working with families to remove the stigma associated with free school meals in our community and assisting eligible families with the necessary paperwork.

Our strategy is designed to raise the attainment of disadvantaged pupils by addressing the fundamental challenges within our locality and school community. This includes, but is not limited to, fostering emotional and social development, encouraging families to participate in home learning opportunities and supporting the development of early reading and numeracy skills. We believe that our pupil premium strategy will significantly enhance the attainment of disadvantaged pupils in our school community, helping them to excel, and in some areas surpass, their non-pupil premium peers.

We continue to follow the guidance provided by the Education Endowment Foundation (EEF) when allocating Pupil Premium funding. Quality first teaching is crucial for the attainment and progress of all our pupils, regardless of their eligibility for the pupil premium. Focusing on high-quality teaching is a proven strategy for raising the attainment of disadvantaged pupils and is central to our approach.

In addition to high-quality teaching, targeted academic support and strategies to address wider barriers to learning and personal development are essential for helping our pupils achieve and excel. This approach benefits both disadvantaged and non-disadvantaged pupils, as we strive to enhance our provision for all students, supported by the Pupil Premium funding. Our Pupil Premium strategy is not static; it is dynamic and responsive to the challenges our pupils face.

We recognise the importance of being adaptable to the evolving challenges within our school community. Our focus extends beyond academic performance to providing a 'whole education,' which includes personal development, emotional health and mental wellbeing. We also aim to offer a range of experiences that might not otherwise be possible, including the development of broad cultural capital and an allocation of pupil premium funding ensures this for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Early Reading 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.</p>
2	<p>Communication and Language (EAL) 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.</p>
3	<p>SEMH and wellbeing 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.</p>
4	<p>Maths 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.</p>
5	<p>Supporting home learning 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.</p>
6	<p>Aspirations and experiences 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.</p>
7	<p>Attendance and punctuality 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.</p>
8	<p>Behaviour 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.</p>

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 and Two.
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 and Two
Increased levels of family engagement in home learning	Home learning is valued by most 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. Our Year 6 cohort transition successfully to secondary; including Trust secondaries with subject specialised foci following their career aspirations.
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 increases, to be 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: £79496.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom-based staff	<p>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).</p> <p>Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants EEF</p>	1,2,3,4,8
<p>Purchase of NTS standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,4,5,8
<p>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 increasing family engagement.</p> <p>Reduce barriers for attending extra-curricular activities to improve academic progress and also promote cultural capital.</p>	<p>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.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p>	2,3,6,7,8
Further develop and embedded in class approaches to the development of communication and language and early reading skills.	<p>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.</p> <p>Communication and language approaches (+6 months), Phonics (+5 months), Reading and</p>	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. This includes providing CPD by working with external organisations, such as NRICH and NCETM (National Centre for Excellence in the Teaching of Mathematics)	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
Further develop curriculum provision so that it supports resilience and the development of pupil wellbeing strategies, including 'Mindful Moments' in E3L	Explicitly teaching and building opportunities for social and emotional learning through broader curriculum is highlighted by the EEF Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3,6,7,8
Provide targeted staff CPD to ensure quality first teaching	Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners. Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4,8
Internal moderation sessions throughout the year from Pauline Allen (Teaching and Learning Adviser for English from Sandwell LA)	Improved moderation of pupil's work will support teachers to deliver effective feedback to their pupils. Teacher Feedback to Improve Pupil Learning EEF	1,2
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: £39559.40

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	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	1,2,3,4,6,8

alongside SLT /staff to improve outcomes	pupils nearing their end-of-key-stage assessments. Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).	
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
Implement a maths based intervention with a focus on early number skills, including small group tuition in maths	EEF research in structured interventions indicate high efficacy if a number of criterion are met. Recommendations 5 and 6: unpacking the evidence EEF (educationendowmentfoundation.org.uk)	3,4,6,7,8
Embed and evaluate a communication and language intervention	EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1,2,3,6,7,8
Provide a tutoring programme to ensure pupils 'keep up not-catch up', that is responsive, personalised and targeted	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
Provide additional curriculum time during school holidays for target pupils to ensure they 'keep up not-catch up'	EEF research high impact of increased learning time outside of normal school hours that is academic focused. Summer schools EEF	1,3,4,5

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

Budgeted cost: £33,384.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving access to technology and online platforms in order to support home learning	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4,5
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: (PDF) Enrichment Theory, Research, and Practice (researchgate.net)	2,3,6
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. Working together to improve school attendance - GOV.UK (www.gov.uk)	3,7,8
Sustain a well-provisioned nurture/ SEMH support group, to support children with SEMH needs Continue to develop 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. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3,7,8
Offer targeted wellbeing support through counselling provision in school.	Research indicates that one-to-one counselling services has a lasting positive impact on the mental health of children. Improving Social and Emotional Learning in Primary Schools EEF	3,6,8
Establish a programme of intervention to support children to become more aspirant and to promote motivation and self-regulation.	Research shows high impact of implementing behaviour-based intervention. Behaviour interventions EEF Whilst research suggests the impact of aspirations intervention is unclear, we believe this is fundamental to supporting our pupils. Aspiration interventions EEF	3,6,8
Provide a free breakfast provision for disadvantaged pupils	Research indicates that providing pupils with a breakfast has a direct impact on outcomes in reading, writing and maths. EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)	1,2,3,4,7,8

<p>Support for families aiming to develop their parenting skills and/or further engage with their child's learning.</p>	<p>Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils.</p> <p>EEF report indicates that parental engagement has an impact of +4 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>
---	--	----------------

Total budgeted cost: £152,440

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.

We continuously monitor the performance of pupils eligible for the pupil premium across a range of attainment measures including KS1 performance data, statutory assessments such as phonics and multiplication check results, and internal standardised assessments. Monitoring of performance is done at class level by class teacher, phase level and by SLT. For Key Stage Two performance data, this year marks the introduction of our Year Six cohort so we will have our first set of results by the end of the Summer Term.

In the last academic year Writing was the primary focus of our raising attainment plan. Consequently, we placed a strong emphasis on raising attainment and provision in writing, including for pupils eligible for the pupil premium and implemented numerous actions to enhance writing provision. Our end-of-year data analysis highlights the positive impact of these efforts, with the attainment of disadvantaged pupils in writing improving across all year groups. In some cohorts, pupil premium children are now outperforming their non-pupil premium peers in writing.

Our strategy aims for disadvantaged pupils to achieve at least the expected standard in reading and mathematics by the end of Key Stage One and Two. In the academic year 2022/23, non-pupil premium pupils attained more highly than their pupil premium peers for both reading (-19%) and mathematics (-17%) at the end of Key Stage One. However, in the last academic year (2023/24), this trend was reversed with pupil premium pupils attaining more highly than non-pupil premium pupils at the end of Key Stage One for both reading (+3.6%) and mathematics (+2.9%). The attainment in all subjects at the end of Key Stage One exceeded both local performance and national averages.

End of KS1 2023/24

- Reading - Pupil Premium (77.3%) Non-Pupil Premium (73.7%)
- Maths - Pupil Premium (81.8%) Non-pupil premium (78.9%)

We understand the importance of a responsive approach to pupil premium provision, and our strategy is continuously updated and evolving to meet emerging needs. While the overall trend is positive, we have identified specific cohorts and subjects that require targeted support, which is reflected in our updated strategy.

We continue to utilise technology as a tool to 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 year, we've observed increased engagement from families, which has laid a strong foundation for classroom success. Nevertheless, we understand that access to technology at home still disproportionately affects pupils from disadvantaged backgrounds and are exploring ways to update our approach to better support pupils and their families who have limited device access.

A significant factor in our year-on-year analysis of the performance of pupils from disadvantaged backgrounds is that we are still a relatively new school. We are continuously working with our community to raise awareness about the pupil premium and to eliminate any perceived social stigma associated with eligibility. The number of pupils eligible for the pupil premium now more accurately reflects the community our school serves, but there is still progress to be made to ensure full representation. As more children are identified as eligible for the pupil premium, we are mindful of the impact this has on our data analysis over time.

Over the last academic year, we have seen an increase in the attendance of our pupil premium pupils, bringing their attendance broadly in line with their non-disadvantaged peers. For the academic year 2023/24, the attendance rate for children from non-disadvantaged backgrounds was 95.4%, while for

those from disadvantaged backgrounds, it was 94.7%. Although these figures show similar attendance rates, we have placed significant emphasis on highlighting the importance of school attendance through our pupil premium strategy. This focus must continue to ensure that school attendance and punctuality are highly valued by our children and their families.

Persistent absenteeism remains a school-wide issue that we are working with our families to address. Among the persistently absent pupils, there are proportionally fewer disadvantaged pupils (12.5%) compared to non-disadvantaged pupils (17.3%). This demonstrates the positive impact of our pupil premium strategy's focus on attendance.

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
Online Rocket Phonics	Rising Stars - Hodder
Lexia Core 5 Reading	Lexia
Number Stacks	Number Stacks

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