



# Shortlanesend Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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	Shortlanesend
Number of pupils in school	<b>152</b>
Proportion (%) of pupil premium eligible pupils	<b>13%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Lisa McGinty
Pupil premium lead	Mark Easter
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,120
Recovery premium funding allocation this academic year	£0
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	£42,120



# Part A: Pupil Premium Strategy Plan



## Statement of intent

At Shortlanesend, we are committed to providing an inclusive and equitable education for all our pupils, ensuring that every student, regardless of their socio-economic background, has the opportunity to achieve their full potential.

At our school, children are spoken to about their dreams and ambitions and strategies are put in place to help them achieve them. We carefully balance academic progress with character development to ensure each individual makes the best possible progress from their starting point. We want to ensure we work closely with families requiring support and to ensure all children are given equal access to personal development activities.

### **Our approach focuses on the following key principles:**

#### 1. High-Quality Teaching:

We believe that high-quality teaching benefits all students. Through continuous professional development, we will ensure that our teachers are equipped with the skills and knowledge to support all learners. This is regularly and monitored as staff are deployed according to need.

#### 2. Targeted Support:

We will provide tailored interventions for pupils, including one-on-one or small group support in areas such as literacy, numeracy, and emotional well-being. These interventions will be carefully tracked and adjusted as needed to ensure their effectiveness. We know that the most effective feedback is 'in the moment' and skilfully use our staff to support this.

#### 3. Engagement and Enrichment:

We aim to provide children with the same opportunities for enrichment and engagement as their peers, including extracurricular activities, trips, and experiences that broaden their horizons and build their self-confidence.

#### 4. Parental and Community Involvement:

We recognise the importance of working in partnership with parents and the local community. Through regular communication, workshops, and opportunities for parental involvement, we will ensure families are supported in their child's learning and development.

**Impact and Evaluation:** The impact of our Pupil Premium spending will be monitored closely through regular assessments of pupil progress, feedback from staff, discussions with pupils and their families and analysis of achievement data. We will adapt our strategies based on these evaluations to ensure the best possible outcomes for all pupils.

In summary, the Pupil Premium funding will be used to create an environment where all students, regardless of their background, are given the support, resources, and opportunities they need to succeed. Through robust monitoring and evaluation, we ensure students are equipped with the foundations for lifelong success.



## Challenges



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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p><b>Speech, Language, and Communication Needs:</b></p> <p>On entry data and through conversations with pupils, a number of pupils experience difficulties with speech, language, and communication, which can impact their ability to engage fully in class discussions, understand instructions, or develop key literacy skills. Early intervention is crucial to address these needs</p>
2	<p><b>Social and Emotional Well-being:</b></p> <p>Through discussion with pupils, their families and monitoring of external agency support, a number of pupils face challenges related to mental health, anxiety, or family issues that can affect their emotional well-being and their ability to focus on learning. Without targeted support for emotional resilience and well-being, these students may struggle to reach their potential.</p>
3	<p><b>Attendance and Punctuality Issues:</b></p> <p>Attendance monitoring shows some disadvantaged pupils face barriers to regular attendance, such as family circumstances, financial constraints, or health-related issues. Poor attendance and lateness can disrupt learning and hinder progress, leading to gaps in knowledge and skills.</p> <p><b>2023/2024</b></p> <p><b>Attendance:</b></p> <p><b>PP recipient 91.2%</b></p> <p><b>Whole School 94.5%</b></p> <p><b>Persistent Absence:</b></p> <p><b>PP recipient 25%</b></p> <p><b>Whole School 12.9%</b></p>
4	<p><b>Enrichment and Cultural Capital:</b></p> <p>Through pupil discussions, it has been identified that some pupils may not have access to the same extracurricular opportunities or experiences outside of school that support personal development, broaden their horizons, or build confidence. This can limit their exposure to a wide range of ideas, cultures, and career aspirations.</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
Improved <b>language and communication</b> skills/wider vocabulary	<p>Welcomm will be used effectively to target and address areas of need, beginning in Nursery.</p> <p>Children in EYFS and beyond will be able to communicate effectively with other children and adults.</p> <p>Children in EYFS will make expected or above average progress in language and communication based on their starting points.</p> <p>Children across the school will be able to use vocabulary appropriate to the subject they are conversing or writing about.</p> <p>Outcomes in Reading and Writing will show progress from children's starting points.</p>
Improved outcomes for <b>Reading, Writing and Maths</b> in KS2 assessments.	<p>Outcomes for children without additional needs will be in line with National data for all statutory assessments.</p> <p>All children will make good progress from their starting points.</p>
<p><b>Self-regulation</b></p> <p>All Pupil Premium children will have clear strategies for coping in the face of challenge. They will approach new learning experiences with a sense of confidence and wonder. Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from.</p>	<p>Fewer incidents of dysregulated behaviour</p> <p>Fewer incidents of children leaving classrooms</p> <p>Pupil voice is positive about behaviour and learning in school</p> <p>Pupil conferencing references strategies taught.</p>
Improve PP children's <b>attendance</b> at school and arrival on time for learning.	<p>PP children's attendance will be in line with other children.</p> <p>Most children will attend school on time and incidences of lateness will be rare.</p> <p>Swift action will be taken to tackle lateness and inform parents of the implications lateness has on learning.</p>
<p>Children will access experiences outside of the curriculum to develop their <b>cultural capital</b> and their language/vocabulary.</p> <p>Children will access collaborative learning opportunities through <b>wider experiences</b>.</p>	<p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. To include: Music opportunities, residentials, trips, clubs</p> <p>Children will have the vocabulary to discuss their experiences from the above opportunities demonstrating a gain in their cultural capital.</p>



Children will have gained new aspirations or developed ideas about existing aspirations (evidenced via Pupil voice)

## 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: £23,144**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo 2 days <b>non class</b> based release</p> <p>Target <b>assessment</b> and support for those eligible for PP who are identified as having SEND (SEMH, C and L, CI) and develop/assess impact of interventions. (70% of PP have identified SEND)</p> <p>Ensure <b>referrals</b> are made for timely support in all areas.</p> <p>SENDCo will work with <b>staff CPD</b> on self-regulation and link this to a trauma informed approach.</p>	<p>EEF toolkit</p> <p>Social and emotional learning moderate impact +4 months</p> <p>Oral language interventions very high impact +6 months</p> <p>TA interventions moderate impact +4 months</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	<p>1,2,3, 4</p>
<p><b>Master the Curriculum</b> - Maths Nursery purchased</p> <p>Ensure consistently good <b>provision</b> across Nursery and Reception to ensure all pupils get off to a flying start.</p>	<p>EEF Toolkit recommendations:</p> <p>Oral language interventions :Very high impact based on extensive evidence</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>The systemic review commissioned by the EEF 'Early Language</p>	<p>1, 2</p>



	<p>Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p><a href="#">Early Years Toolkit   EEF</a></p>	
<p>Training and coaching release time for <b>RWI leader</b> to work closely with other staff and ensure phonics teaching is of the highest quality.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>EEF toolkit (+ 5 months) Phonics teaching has a positive impact overall with very extensive evidence. Important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Our Founders   Letters and Sounds</a></p>	<p>1, 2</p>



<p><b>English</b></p> <p><b>Reading comprehension</b></p> <p>Revisit and provide whole staff CPD in the explicit teaching of strategies to aid reading comprehension in line with VIPERS approach.</p> <p>Focus on teaching of vocabulary.</p> <p><b>Grammarsaurus</b> purchased – writing and spellings</p> <p><b>Morrells Handwriting</b> - purchased</p> <p><b>Accelerated Reader</b></p> <p>Reading for children who have reached the end of RWI. Includes accurate assessment tool based on zones of proximal development. Includes reading comprehension practice. Includes real books to secure a love of reading.</p>	<p>EEF toolkit (+6 months)</p> <p>Reading comprehension strategies very high impact with extensive evidence</p> <p>Reading strategies are taught explicitly and consistently.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>(EEF) Oral languages might include:</p> <ul style="list-style-type: none"> <li>• Targeted reading aloud and book discussion with young children</li> <li>• Explicitly extending pupil's spoken vocabulary</li> <li>• The use of structured questioning to develop reading comprehension</li> <li>• The use of purposeful, curriculum-focused, dialogue and interaction</li> </ul> <p><a href="#">Oral language interventions   EEF</a></p> <p>EEF toolkit (+6 months)</p> <p>Reading comprehension strategies very high impact with extensive evidence</p> <p>EEF research specifically into AR has found that after 22 weeks of use, impact for all children was + 3 months and for disadvantaged was + 5 months.</p>	<p>1, 2, 3, 4</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £ 16,800**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Interventions:</b></p> <p>TA 3 afternoons across KS1</p> <p>TA 2 afternoons across EYFS</p>	<p>EEF Toolkit</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p>	<p>1, 2, 3</p>



<p>Phonics 5x afternoons per week</p> <p>Target children who have gaps in Phonics and Reading allowing them to catch up/keep up.</p>	<p>Moderate impact for moderate cost based on moderate evidence</p> <p>Teaching assistant interventions</p> <p>Targeted deployment and training lead to higher impact.</p>	
<p>Further catch up delivered focussing on basic skills across KS2.</p> <p>Phonics 5x afternoons per week</p> <p>Regular tracking of pupils and any areas to address to minimise any further falling behind peers.</p>	<p>EEF Toolkit</p> <p>Individualised instruction – moderate impact (+4 months)</p> <p><a href="#">Individualised instruction   EEF</a></p> <p>Reading comprehension strategies – very high impact based on extensive evidence (+ 6 months)</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Small group tuition -moderate impact based on moderate impact (+4 months)</p> <p>Phonics - high impact based on very extensive evidence (+5 months)</p> <p>+5</p>	<p>1, 2, 3</p>

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

**Budgeted cost: £2,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Music</b></p> <p>Rocksteady</p>	<p>EEF toolkit</p> <p>Arts participation moderate impact (+3 months)</p>	<p>2, 3, 4</p>





<p>Charanga</p>	<p>EEF research acknowledges the benefit of Arts participation for core academic achievement and positive attitudes with raised sense of well being.</p> <p><a href="#">Arts participation   EEF</a></p> <p>Social and emotional + 4 months</p>	
<p>A range of <b>clubs</b> to be run after school including sports, arts, Science, film, drama, ICT, , choir</p> <p>TAs paid overtime to run these clubs alongside teaching staff</p>	<p>EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>2, 3, 4</p>
<p>Use of outdoor learning to support all pupils led by teachers</p> <p>Support from <b>Academy trust outdoor learning lead</b></p>	<p>Key findings of Forest Research:</p> <p><a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p> <p>This evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	<p>2, 3, 4</p>
<p><b>Attendance</b></p> <p>Work with Aspire school attendance officer/EWO to monitor</p>	<p>EEF</p> <p>Parental engagement +4 months</p> <p><a href="#">Parental engagement   EEF</a></p>	<p>3, 4</p>



<p>attendance and lateness.</p> <p>Meet half termly to identify families.</p> <p><b>Communicate</b> with these families via face to face conversations and follow the procedures for high levels of absence.</p> <p><b>Encourage</b> families to work with us to improve attendance.</p>		
<p><b>SEMH support</b></p> <p>Motional Screening and activity programme created</p> <p>Boxall profiles</p> <p>External support sought</p>	<p>EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p>The Trauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF improving behaviour in schools.</p> <p><a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p> <p>There is extensive evidence associated with improving children's emotional and social skills with academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £42,244**



## 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.

#### **Desired Outcomes:**

- Staff CPD and professional dialogue – quality first teaching for all.
- Pupils achieve in line, or above, the National Average at the end of Key Stage 2 to ensure they are well-prepared for their next stage in education
- Pupils attend school well and benefit from the learning and enrichment opportunities on offer as part of our school curriculum. All pupils will attend equally well.
- **Improved language and communication** skills/wider vocabulary. Wellcomm will be used to screen all children and provide support for any children identified as at risk.
- **Self-regulation** - All children will have clear strategies for coping in the face of challenge and be resilient learners. They will approach new learning experiences with a sense of confidence and wonder. Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from.
- Children will access experiences outside of the curriculum to develop their **cultural capital** and their language/vocabulary. Children will access collaborative learning opportunities through **wider experiences**. Children accessed a wide range of sporting activities aimed at all levels of participants.