

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	Shefford Lower School
Number of pupils in school	518
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Polly Ross Headteacher
Pupil premium lead	Lorraine Freeman Deputy Headteacher
Governor	Jo Elliott Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88, 940.00
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	£ 88, 940.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, in line with their peers, to achieve that goal, including progress for those who are already expert learners.

We will consider the challenges faced by vulnerable pupils, and our vulnerable pupil team will ensure that we address these challenges and provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Shefford Lower School.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- foster a growth mindset for all children and ensure high levels of well-being and involvement in all aspects of their learning and development
- ensure all children enjoy a rich and stimulating curriculum with positive progress and outcomes where the whole child is developed and prepared for future life
- ignite passion, confidence and curiosity for all children
- ensure collaborative partnership working with parents and the wider community

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that there is a significant gap in attainment in reading between our disadvantaged and non-disadvantaged pupils.
2	Our assessments and observations indicate that there is a significant gap in attainment in writing between our disadvantaged and non-disadvantaged pupils.
3	Our assessments and observations indicate that there is a significant gap in attainment in maths between our disadvantaged and non-disadvantaged pupils.
4	Our assessments and observations indicate that there is a significant overlap between our disadvantaged pupils and children for whom English is not their first language. Data demonstrates that 55% of our disadvantaged children who did not achieve expected levels in communication and language at the end of their reception year have English as an additional language. In addition, 31% of disadvantaged children not achieving expected levels in literacy in Years 1-4 have English as an additional language.
5	Our assessments and observations indicate that there is a significant overlap between SEND and Pupil Premium for many pupils in our school, particularly SEMH needs.
6	Attendance data demonstrates that our pupil premium children's attendance is below that of our non-pupil premium children. November 2024: PP children 89% Non-PP children 94%

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 reading attainment among disadvantaged pupils.	<p>Reading outcomes in 2026/27 show the following improvements in attainment:</p> <p>End of Reception: 85% of PP children achieve expected levels in communication & language 60% of PP children achieve expected levels in word reading & comprehension</p> <p>End of KS1: 75% of PP children achieve expected levels in reading</p> <p>End of Year 4: 90% of PP children achieve expected levels in reading</p>
Improved writing attainment among disadvantaged pupils.	<p>Writing outcomes in 2026/27 show the following improvements in attainment:</p> <p>End of Reception: 60% of PP children achieve expected levels in writing</p> <p>End of KS1: 70% of PP children achieve expected levels in writing</p> <p>End of Year 4: 85% of PP children achieve expected levels in writing</p>
Improved maths attainment among disadvantaged pupils	<p>Maths outcomes in 2026/27 show the following improvements in attainment:</p> <p>End of Reception: 60% of PP children achieve expected levels in number and numerical patterns</p> <p>End of KS1: 75% of PP children achieve expected levels in maths</p> <p>End of Year 4: 90% of PP children achieve expected levels in maths</p>
Improved outcomes for PP children for whom English is an additional language	<p>Data outcomes show a reduction in the number of children for whom English is an additional language not achieving age related expectations in all aspects of communication & language, reading and writing.</p>
Improved outcomes for children with SEND, including SEMH needs	<p>Children with SEND, including SEMH needs are successful within the school environment and clear progress and attainment is demonstrated for these children.</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. Attendance for PP pupils is above 96%
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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: £ 35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative learning approaches are embedded across the school's curriculum & actively used by all staff in the classroom	<p>There is a strong evidence base that the impact of collaborative learning approaches is consistently positive with pupils making on average and additional 5 months progress.</p> <p>(Collaborative Learning Approaches – EEF)</p> <p><i>This will be supported through the school's investment in 'Walk-Thrus' to support quality first teaching across the school.</i></p> <p><i>This will be further supported through the school's project across the local authority on project-based learning.</i></p>	1, 2, 3, 4, 5
Metacognition and self-regulation strategies are embedded across the school's curriculum & actively used by all staff in the classroom	<p>There is a strong evidence base that the average impact of meta-cognition & self-regulation strategies is an additional 7 months progress over the course of the year.</p> <p>(Meta-cognition & Self-Regulated Learning EEF)</p> <p><i>This will be supported through the school's investment in 'Walk-Thrus' to support quality first teaching across the school.</i></p>	1, 2, 3, 4, 5
Quality & impactful feedback strategies are embedded across the school	<p>There is a strong evidence base that suggests that feedback, particularly metacognitive & self-regulation feedback has a positive impact on all children, but especially pupil premium children.</p> <p><i>Quality feedback & opportunities for pupils to act upon feedback will be monitored through the school's</i></p>	1, 2, 3, 4, 5

	<p><i>investment in 'Walk-Thrus' to support quality first teaching across the school.</i></p> <p><i>Investment in a small step's assessment approach for SEND children will also support positive, relevant & impactful feedback.</i></p> <p><i>An enhanced pupil progress meeting system will ensure closer tracking of attainment & adaptive teaching & flight paths will be created for all PP children.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45, 440.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language interventions for Early Years & Year 1 children	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. (Oral Language Interventions EEF)</p> <p><i>The school is taking part in a pilot Wellcomm project based around Language and Communication</i></p> <p><i>Early Years team will also explore the Communication & Language Evidence Store on EEF for further guidance on supporting children within nursery & reception</i></p>	1, 4 & 5
Reading Comprehension Strategies	<p>There is a strong evidence base which suggests that reading comprehension strategies can on average provide children with an additional 6 months progress.</p> <p><i>Effective strategies to be researched & implemented across school</i></p> <p>(Reading Comprehension Strategies – EEF)</p>	1, 2, 4 & 5
Additional reading, writing & maths sessions targeted at disadvantaged pupils who require further support.	<p>The average impact of the deployment of teaching assistants is an additional 4 months progress, but only if they have received high quality CPD to deliver high quality structured interventions linked to classroom learning.</p>	1, 2, 3, 4, 5

	<p><i>TA deployment across school to be reviewed & training opportunities explored to ensure maximum impact.</i></p> <p>(Teaching Assistant Interventions – EEF)</p>	
<p>Additional sessions & support for disadvantaged pupils with SEMH needs.</p>	<p>Social and emotional learning interventions improve pupils’ decision-making skills, interaction with others and their self-management of emotions. This has an impact on their academic learning.</p> <p>(Social & Emotional Learning - EEF)</p> <p><i>The school has invested in & is implementing Hamish & Milo interventions across school – November 2024</i></p> <p><i>The school is also investing in using ‘Stormbreak’ across school to support all children’s emotional well-being & resilience – January 2025</i></p> <p><i>Whole school system of measuring children’s well-being, social communication & self-regulation being purchased & implemented – January 2025</i></p>	5

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

Budgeted cost: £8, 500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in RADY & Pupil Premium Lead Network</p>	<p>Ongoing training and support to ensure that we: continue to raise awareness of our disadvantaged pupils across school; that we have proportionate representation of our disadvantaged pupils in all aspects of school and apply ‘uplift’ to their targets.</p>	1, 2, 3, 4, 5, 6
<p>Embedding principles of good practice set out in the DfE’s Working Together to Improve School Attendance</p>	<p>There is clear evidence between the link in poor attendance and poor attainment for children. Good attendance begins with school being somewhere children want to be so the school will work closely alongside parents and children to ensure this is the case.</p> <p>(Working Together to Improve School Attendance – DfE)</p> <p><i>New attendance policy in place, alongside a robust attendance workflow & individual attendance agreements.</i></p>	6

<p>Parental engagement</p>	<p>There is a strong evidence base that parental engagement has a positive impact on average of 4 months additional progress for children. (EEF – Parental Engagement)</p> <p><i>The school will continue to be community centred and outward facing working closely with parents and the wider community. This will include parent forums to ensure parents/carers views are heard, and taken on board, and inviting parents into school more frequently to support them in helping their children with their learning and development</i></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Provide enrichment opportunities throughout the school day and through after school clubs</p>	<p>There is growing evidence that attitudes, skills and behaviours are thought to underpin success in school and beyond. This includes the ability to respond to setbacks, work well with others, build relationships, manage emotions and cope with difficult situations.</p> <p>(Life Skills & Enrichment – EEF) (Skills for Life Early Years Programme through the EEF)</p> <p><i>The play curriculum offer in school and an expanded clubs offer will allow additional opportunities for children from disadvantaged backgrounds to practice these skills through a well-rounded and culturally rich education.</i></p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 88, 940.00

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.

Review of Actions 2023-24

Embedding dialogic activities across the school curriculum.

BPVS has now been brought to be used in Early Years. Children in our nursery complete the assessment in the Autumn term and then children who join us in Reception are tested when they join the school. These assessments will allow us to have a clear understanding of children’s receptive language and then offer targeted support from this.

YARC, York Assessment of Reading for Comprehension is now used throughout KS2 on a termly basis.

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.

Monster Phonics was purchased in school during the academic year, 2022-23, and rolled out across the whole school this academic year.



There was a significant gap between PP and non-PP pupils in the phonics screening last academic year. There is a significant crossover between PP and SEND within this year group and as a cohort only 53% of children achieved GLD at the end of Reception the previous year.

Additional phonics sessions targeted at disadvantaged pupils.

Vulnerable pupils all took part in additional phonic sessions across school, provided by support staff and teachers.

Percentage gap between disadvantaged and non-disadvantaged children - reading

	Year 1	Year 2	Year 3	Year 4
2021-2022	14%	36%	27%	20%
2022-2023	30%	21%	26%	32%
2023-2024	59%	49%	29%	18%

There are still significant gaps between our disadvantaged and non-disadvantaged pupils in overall reading attainment despite additional phonics support. Over the last year this gap has continued to widen in year 1 and has increased in Years 2 & 3. There was a significant crossover between PP and SEND in Year 2 – the percentage gap without children with an identified SEND need is 27%.

Additional writing sessions targeted at disadvantaged pupils who require further support.

Vulnerable pupils all took part in additional writing sessions and support across school, provided by support staff and teachers.

The attainment gap between disadvantaged and non-disadvantaged pupils has increased across all year groups. There is significant crossover between children with SEND and our PP children across all year groups.

Writing attainment has dropped across all year groups for all groups of children and this is a local and national picture.

Percentage gap between disadvantaged and non-disadvantaged children - writing

	Year 1	Year 2	Year 3	Year 4
2021-2022	31%	28%	19%	19%
2022-2023	47%	30%	24%	31%
2023-2024	59%	47%	29%	43%

Tutoring

Tutoring was offered to vulnerable pupils across school through group tuition.

This supported their progress in reading, writing & maths.

Additional sessions & support available targeted at disadvantaged pupils with SEMH needs.

Poplar nurture provision is available for all children with SEMH needs and the work that the staff completed with these children meant that they spent increasing amounts of time in their classes.

Additional sessions & support available targeted at disadvantaged pupils.

Poplar staff provide support groups to support vulnerable pupils with their metacognition and self-regulation strategies. This means that these children are spending increasing amounts of time in their classrooms.

Participation in RADY

Vulnerable pupils are proportionately represented across school and 'uplift' is applied to all vulnerable pupils' targets.

New staff complete RADY training as part of their induction process to ensure that they have an awareness of vulnerable pupils and understand why we are supporting them as we are.

Summary

- There are still significant gaps in attainment for our PP children compared to our non-PP children across all year groups.
- We would expect lower attainment in KS1, building to higher attainment in KS2 as additional support and skills are built upon for our PP children. This is the usual trend within school, however there was a significant dip in Year 4 writing. This will need to continue to be an area of focus across all year groups.
- PP children without an identified SEND need are not making the accelerated progress required to reduce the attainment gap between them and their peers.
- A new 3-year strategy will be put in place from 2024-25 to address the changed needs of the children within school and to focus on reducing the attainment gaps for our pupil premium children.