



Shakespeare Primary School - Pupil premium strategy statement

This statement details our school's use of pupil 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	Shakespeare Primary School
Number of pupils in school	622
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julian Gorton
Pupil premium lead	Helen Drew
Governor / Trustee lead	Jane Langley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£430,500
Recovery premium funding allocation this academic year	£9860
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	£440,360



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of background or challenge, make good or better progress and achieve high attainment across all areas. At Shakespeare Primary School we have a deep understanding of our pupils, their families, and the barriers to learning they may experience. This understanding is at the heart of our strategy to support disadvantaged pupils. We carefully target the use of Pupil Premium Grant funding to ensure that all pupils receive the highest quality education to enable them to achieve their full potential. High quality teaching is at the heart of our approach as this has been proven to have the biggest impact on progress, attainment and in closing the disadvantaged attainment gap.

Our approach is based on diagnostic assessment, not assumption of barriers for disadvantaged pupils. We offer high challenge and high support by acting early with bespoke plans of interventions for both individual and common need. Through a whole school approach, all staff take responsibility for ensuring we have high aspirations and a rigorous response to the needs displayed by learners who are disadvantaged.

Alongside the objectives detailed below is the intention that the progress and attainment of all pupils including the non-disadvantaged will also be sustained and improved. We will be responsive to individual need, and we will ensure that teaching, learning and assessment meets the needs of all our children through robust assessment and strategy reviews.

Context of our school

Shakespeare Primary School is in Lincoln Green in the city of Leeds. The school is one of the largest primary schools within the local authority with three forms of entry and over 700 children from ages 2-11. Our community has an exceptionally high number of children who are new to English and who join the school at different stages of English language development. Health data for obesity, dental care and life expectancy, places our ward in one of the poorest health areas of the city and the UK. The school community is culturally rich and diverse, with over 60 different home languages spoken by children. In 2022-23, school had the highest number of children in Leeds who join the school mid phase or year group. The school have a high percentage of children that are classed as disadvantaged and is significantly above the National average. We have above average number of children with SEND that have complex needs and require significant adaptations to the curriculum to meet their needs.



Challenges

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

Challenge number	Detail of challenge
1	Poor communication and Language skills: Many of our children, especially those from disadvantaged backgrounds, come into school with poor speech and communication which impacts on their reading and writing.
2	Gaps in phonics knowledge: Assessment in reading and writing, show gaps in phonic knowledge are evident among disadvantaged children, which impedes their reading and writing.
3	Lack of fluency in basic skills: Diagnostic assessments indicates a lack of fluency in basic skills, which negatively impacts reading, writing and maths from reception to KS2 in general but is more prevalent among disadvantaged children.
4	Poor inference skills: Through assessments and observations, many disadvantaged children have difficulties with inference and this impacts on their reading skills and application of this across the curriculum.
5	Nurture provision. Some of our most vulnerable children's home life can affect their emotional wellbeing at school. A pastoral team is required to support across school to support children both inside and outside the classroom to support emotional wellbeing.
6	Attendance and punctuality: Particular groups of children's poor attendance and punctuality can lead to children missing important learning and having gaps in their knowledge.
7	High mobility: Limited experience of formal education as well little or no knowledge of the English language and high mobility both in and out of school, with many children joining year, means many children have significant gaps in learning.

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
Develop children's vocabulary to improve outcomes in reading, writing and maths.	Through observations, pupil interviews and assessment, children's breadth of vocabulary is improved. Children use a better range of vocabulary when writing, improving writing outcomes and have improved skills for reading around new vocabulary to understand meaning.



<p>Improve children's fluency when reading.</p>	<p>More children will be reading age-appropriate texts with greater fluency.</p>
<p>Improve children's inference skills and outcomes in reading at the end of KS2.</p>	<p>Children will have a more in-depth understanding of the text and in turn will be able to answer more questions more accurately. The percentage of children achieving National Standard expectations at the end of KS2 increased and closed to National data.</p>
<p>Improve phonics screening scores.</p>	<p>Assessments show that between 85-90% of children are passing the PSC. Little Wandle Phonics Programme implemented across school to support with phonics teaching and learning.</p>
<p>Reading and writing attainment are closer to National data.</p>	<p>Assessment at the end of KS2 shows improved attainment and progress for disadvantaged children and the attainment gap to National data are closed.</p>
<p>Depth of understanding of basic place value skills helps to secure improved fluency leading to improved outcomes in reasoning.</p>	<p>Assessments show that the percentage of attainment for disadvantaged children are closed to National data.</p>



Activity in this academic year

Objectives of Pupil Premium Spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. Through quality first teaching and targeted interventions we are working to eliminate the barriers to learning presented above and enhance every child's progress. Many of our children start our school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age-related expectations as they move through school.

The Sutton Trust Report and the Education Endowment Fund summarises research evidence on improving learning and we have used this to provide effective training and make more informed choices about which interventions will be most effective to enhance the quality first teaching and learning offer.

Teaching

Budgeted cost: £ 109,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers across school, to provide more targeted teaching to address gaps in knowledge for those that are NTE and to support those with additional needs.	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including for those that are not making good progress.</p> <p>Children in Foundation Stage are split into 4 smaller classes rather than 3 classes so there is more targeted support for children with a focus around language development</p> <p>Extra teaching groups across KS2 for those that are new to school and new to English to support language development and the development of phonics.</p> <p>Extra teaching groups in KS1 and KS2 to reduce class sizes and provide more targeted support for those that have gaps in learning.</p> <p>Additional provision for SEN children to ensure that their complex needs are being met</p>	1,2,3,4, 7
Mentoring and coaching of new staff and ECTs to ensure that their teaching is effective	Evidence from the EEF states that great teaching is the important lever that schools must improve to improve outcomes for children.	1,2,3,4,7



<p>and supports good progress for all</p>	<p>EEF - Making sure that an effective teacher is in front of every class and that every teacher is supported to keep improving, is especially important for disadvantaged children.</p> <p>SLT members assigned to support ECT and other staff to ensure that teaching and learning is good and better across school to promote good and better progress.</p>	
<p>Implementation of meta-cognition and self-regulation approaches to teaching to support children to think about their own learning.</p>	<p>EEF evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months progress over the course of the year.</p> <p>Metacognition CPD to be delivered across the year and coaching and support to ensure implemented effectively across school to have maximum impact on progress</p>	<p>1,4,7</p>
<p>Implementation of a high-quality curriculum alongside use of diagnostic assessment resources to help identify barriers and gaps which are then addressed through whole class and small group teaching.</p>	<p>High quality resources are used to provide an engaging and progressive curriculum. Regular, meaningful opportunities are used to identify the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF recommends when diagnostic assessment is used effectively can indicate areas for development for individual and groups of children.</p>	<p>1, 3, 5, 7</p>
<p>CPD for staff to develop practice around key aspects of learning to support rapid progress.</p>	<p>Evidence from the EEF states that great teaching is the important lever that schools must improve to improve outcomes for children.</p> <p>High quality CPD delivered to staff and revisited through the year to ensure that all teachers deliver high quality teaching across the curriculum to support all learners to make good and better progress.</p>	<p>2,3,4</p>



<p>Implementation of a new validated phonics programme to support with highly consistent and effective phonics teaching across school</p>	<p>EEF recommends a balanced approach to teaching reading, integrating both decoding and comprehension skills with an effective systematic phonics programme.</p> <p>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.</p> <p>Phonics leader is a Literacy Specialist and leads and tracks phonics across school to ensure complete consistency and effective delivery of phonics and assessment to ensure that there are no gaps in learning.</p>	<p>2 and 3</p>
<p>Work with a science consultant to look at the science curriculum to ensure that it is progressive and focusses on acquisition of knowledge and skills.</p>	<p>Evidence from the EEF states that great teaching is the important lever that schools must improve to improv outcomes for children.</p> <p>Work with a science consultant to deliver Science Capital and 'Thinking, Talking, Doing Science' approach throughout KS1 and KS2 ensuring all pupils have the required prior understanding to access the curriculum.</p>	<p>1, 2, 3, 7</p>
<p>Investment in high quality phonics books that are well matched to the phonics programme taught in school to ensure that books read are at the correct phonological stage for each child.</p>	<p>Ofsted guidance on quality phonics and reading in school shows that children should be reading books with only phonemes that they know.</p> <p>Phonics books are closely matched to the child's phonics ability, so children can blend accurately and read fluently. Children are assessed regularly to ensure that the books match their reading ability and children become fluent readers.</p>	<p>2, 3, 7</p>
<p>CPD of staff to develop their expertise and leadership, by providing release time for staff to undertake professional development</p>	<p>Evidence from the EEF states that great teaching is the important lever that schools must improve outcomes for children.</p> <p>EEF – evidence shows that making sure that an effective teacher is in front of every class and they every teacher is supported to keep improving, is especially important for disadvantaged children.</p>	<p>1, 2, 3, 4, 7</p>



	<p>SLT meet with subject leaders to support their leadership of their subject. Many subject leaders work with specialists to look at their subject and develop subject knowledge or are completing National Qualifications to further develop their expertise around the curriculum. This supports them with leading their subject, including understanding how to create a curriculum that removes barriers to learning for disadvantaged children.</p>	
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Targeted academic support

Budgeted cost: £ 275,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All year groups have weekly teacher led mastery sessions through additional teachers across school.</p>	<p>Evidence from the EEF states the positive impact that targeted academic support has through interventions for small groups and 1:1 support.</p> <p>Teachers have time each week to work with children where gaps in learning have been identified in lessons, to make sure that all children are making good progress.</p>	<p>1,2,3,4, 7</p>
<p>Learning mentors to work in targeted year groups to support engagement of targeted children and provide support in learning.</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have, including for those that are not making good progress.</p> <p>Learning mentors work across school to support individuals and groups of children that require further support to access classroom learning and ensure that they stay in class and make good progress.</p>	<p>1,2,3,4,7</p>
<p>Academic mentors across school providing mastery classes and tutoring to support progress and attainment.</p>	<p>Evidence from the EEF states the positive impact that targeted academic support has through interventions for small groups and 1:1 support.</p>	<p>1,4,7</p>



	<p>Academic mentors work across school to support groups of children both in lessons and through mastery interventions address any gaps in learning.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months progress over the course of the year.</p> <p>Metacognition CPD to be delivered across the year and coaching and support to ensure implemented effectively across school to have maximum impact on progress</p>	
Delivering NELI in FS	EEF recommends developing children's speaking and listening skills and wider language are developed as a priority.	1
Additional 1:1 phonics sessions for children who require further support as there are gaps in learning.	<p>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.</p> <p>EEF suggests effectively implementing a phonics programme and being responsive to the programme.</p> <p>Learning Support Assistants have been trained to deliver phonics interventions that are planned from assessments and target children's individual gaps to ensure that they 'keep up' and there are no gaps in learning.</p>	1 2, 3, 4, 7



<p>Additional teaching sessions on targeting vocabulary and spoken language for children that are new to English and need further support to develop basic language skills.</p>	<p>EEF recommends developing children's speaking and listening skills and wider language are developed as a priority. Foundation Stage have an early language intervention group for small groups of children that is delivered daily to support spoken language and vocabulary.</p>	<p>1,2,3,7</p>
<p>1:1 tuition for targeted children to address any gaps in learning. Delivered by 'Tutor Trust'</p>	<p>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: 1:1 tutor work with children on their individualised needs to address gaps and support with accelerated progress</p>	<p>1, 2, 3, 4, 7</p>
<p>SALT delivered to support spoken language</p>	<p>EEF recommends developing children's speaking and listening skills and wider language are developed as a priority. NHS contracted Speech and Language Therapist one day a week to work with targeted children to support their speech and language development.</p>	<p>1</p>
<p>Beanstalk readers to focus on reading fluency and understanding text.</p>	<p>EEF recommends a balanced approach to teaching reading integrating both decoding and comprehension skills</p> <p>Readers offer additional 1:1 reading with targeted children. These sessions focus on children reading aloud to an adult and thinking about what they have read to further develop their understanding of books. It also supports children fostering a love of books to support them to lifelong readers.</p>	<p>2,3,4</p>
<p>Easter academies – teachers deliver English and maths sessions to support gaps in learning.</p>	<p>Evidence from the EEF states the positive impact that targeted academic support has through interventions for small groups and 1:1 support.</p>	<p>2,3,4,7</p>



Wider strategies

Budgeted cost: £ 55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and after school club	As outlined in the Dfe document addressing behaviour and attendance is one of the key building blocks to success through use of breakfast clubs and simple approaches as part of the daily regular routine.	5
Wide range of after school sports clubs and creative clubs at no cost to parents	As outlined in the Dfe document addressing behaviour and attendance is one of the key building blocks to success. Clubs to support children's health and wellbeing.	5
Attendance officer following up on children arriving late and any persistent absences.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Subsidising trips and visitors including residential	Evidence indicates promise for approaches that focus on improving social interaction between children. Trips that focus on team work and relationship building will have a positive impact on learning and attainment.	5,6
Well established pastoral team providing support for behaviour and small group sessions for targeted children	EEF - Both targeted interventions and universal approaches can have positive overall effects on children's behaviour and wellbeing through understanding pupils and their influences and having a whole school system to support this.	5
Mind mate, planned and delivered across school to support with zones of regulation and emotional well being	National prevalence Survey – NHS digital Children and young people living in households with the lowest levels of equivalised household income were about twice as likely as those living in the highest income quintile to have a disorder. Schools are a crucial resource and need mental health lessons and safe spaces.	5
Leeds United Primary Stars programme to support emotional literacy and well being	EEF - Both targeted interventions and universal approaches can have positive overall effects on children's behaviour and wellbeing through understanding pupils and	5



	their influences and having a whole school system to support this.	
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Total budgeted cost: £ 440,360



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 impact of the pupil premium strategy funding has had impact on progress and attainment of disadvantaged children across school. The following data demonstrates the impact that it has had on addressing our challenges across school for our disadvantaged children.

Challenge number 1 - Internal assessment and discussions with children, indicate under developed listening skills, oral language skills and limited vocabulary, which impacts on fluency and comprehension skills.

Only 36% of the disadvantaged group were on track on entry to Reception in Communication and Language. At the end of the academic year, 60% of disadvantaged children gained the Listening, Attention and Understanding Goal and 56% gained the Speaking Goal

In school assessment on speaking and listening, shows that children make good progress with their language acquisition and word knowledge from very low starting points across school. This has also had positive impact on reading outcomes across school.

Challenge number 2 - Assessment in reading and writing, show gaps in phonic knowledge are evident among disadvantaged children

83.3% of school's Year 1 Disadvantaged cohort achieved the expected standard in phonics. This is 0.1% lower than the National Non-Disadvantaged cohort at 83.4%

The school's gap to Non-Disadvantaged pupils Nationally has improved by 8.4% from -8.5% in 2022-2023 to -0.1% in 2023- 2024.

50% of our Year 2 disadvantaged cohort achieved the phonics screening check pass mark. This is 8% lower than the National Non-Disadvantaged cohort at 58%.

Disadvantaged children are -8% lower than Non-Disadvantaged children nationally.

Challenge number 3 - Diagnostic assessments indicate there is a lack of fluency in basic skills, which negatively impacts reading, writing and maths from reception to KS2 in general but is more prevalent among disadvantaged children.



Challenge number 4 Through assessments and observations, many disadvantaged children have difficulties with inference and this impacts on their reading skills and application of this across the curriculum.

Challenge number 7 High mobility, limited experience of formal education, as well as little or no knowledge of the English language, means many children have significant gaps in learning.

The data below demonstrates how the above three challenges have been addressed and how disadvantaged children have made good and better progress.

Reception

47.1% of the reception Disadvantaged cohort achieved a GLD, this is 23.3% lower than Non-Disadvantaged children Nationally but 4.8% lower than Disadvantaged children Nationally

KS2 data

Reading

50.9% of school's Disadvantaged cohort achieved the expected standard in reading. This has increased by 9.4% from 41.5% in 2022-2023, to 50.9% in 2023-2024.

The school's gap to Non-Disadvantaged pupils Nationally has improved by 8.4%.

Writing

52.6% of school's Disadvantaged cohort achieved the expected standard in writing. This has increased by 1.4% from 51.2% in 2022-2023, to 52.6% in 2023-2024.

The school's gap to Non-Disadvantaged pupils Nationally has improved by 1.5%

Maths

63.2% of school's Disadvantaged cohort achieved the expected standard in maths. This has decreased by 2.7% compared to last year.

Challenge number 5 - Through observations and discussions with children and families, children's home life can affect their emotional wellbeing at school

School continues to support families through a wide range of strategies including -



Food Parcel referrals, Zarach - Bed referrals, Housing Support, Learning Mentor Support, Play Therapy – Cluster, Child and Family Practitioners – Cluster, Adult Counselling, Parenting Courses, Positive Futures (Inspirations Programme), Leeds United Mentoring Scheme, Parent support SCOPE sessions, Project Hope Hampers, Supermarket vouchers, Free Uniform and Free Breakfast Club to identified families

The above strategies, have provided essential support for children and families, and supported in addressing needs that can affect children’s ability to concentrate on their learning due to outside factors. The continued work of the pastoral team on supporting families is having a positive impact on children in school and their education. This is reflected in the progress and attainment across school of our disadvantaged children.

Challenge number 6 - Attendance and punctuality, resulting in children missing important learning and having gaps in their knowledge.

Our school's Disadvantaged cohort have an Overall Absence of 3.8% which is -0.8% lower than the National Non-Disadvantaged average rate at 4.6%.

The attendance of all children is reviewed half termly. The support which school staff provide for families is a key factor in improving attendance. Families have been supported with many of the issues that they face that can impact on attendance. Due to the work of the attendance team and the pastoral team, attendance continues to be reviewed to ensure that children are in school and on time every day and that other factors that could affect their attendance are addressed where possible. This has contributed to the good attendance levels across school.

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
Tutoring	National Tutoring Trust
Holiday activities and food programme	Leeds CC
Speech and language programme	Chatterbugs
Improving language and early literacy skills	NELI Talk Boost and Early Talk Boost



Reading catch-up	Beanstalk readers
Phonics catch-up	Little Wandle Letters and Sounds Revised
Phonics validated programme	Little Wandle Letters and Sounds Revised