



Pupil premium strategy statement
2024/2025



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	Shoreditch Park Primary School
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	56.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	21st January 2025
Date on which it will be reviewed	
Statement authorised by	Full Governing Body
Pupil premium lead	Kathryn Green & David Cunnelly
Governor Lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£312,280.00
Recovery premium funding allocation this financial year	£31,228
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 financial year	£343,508



Part A: Pupil premium strategy plan

Statement of intent

At Shoreditch Park Primary School we are committed to making sure that all children, regardless of their socio-economic background, are educated in a supporting, safe environment that challenges each child to reach their potential. Every child at Shoreditch Park is exposed to a high quality curriculum which fosters a lifelong love of learning.

The focus of our pupil premium strategy is to ensure that meaningful, evidence-based support is given to disadvantaged pupils, enabling good rates of progress, high attainment targets and the development of every child's social, emotional and mental health needs.

As a school we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils and that appropriate provision is in place for pupils who belong to vulnerable groups, or have additional educational needs. At Shoreditch Park appropriate provision is based on data and evidence, making sure that the needs of socially disadvantaged pupils are sufficiently assessed and addressed.

All of our work funded with support of the pupil premium grant will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum. This is particularly pertinent in wider school plans for educational recovery, for example with targeted support through the national tutoring programme pupils whose education has been worst affected, including non-disadvantaged pupils.

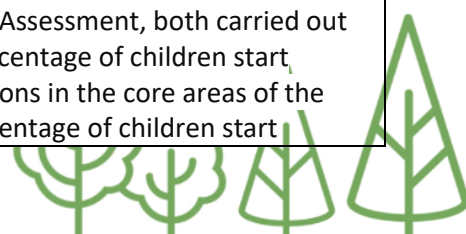
Linked to this, research shows the need to support children post-school closures and we understand how mental health and personal esteem impacts learning; therefore we will target resources towards supporting pupil's mental and social health.

Finally, attending school regularly is a key driver in academic success. Attendance and punctuality will always be given high priority, as will fostering a love of school and school life.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessment and observations show that a high proportion of disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils.
2	A notable proportion of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years. Many pupils have had less exposure to a wide vocabulary and less experience of numbers and less familiarity with reading.
3	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance and punctuality. Internal data indicates that pupils from disadvantaged backgrounds require more support to ensure high rates of punctuality and attendance and this relies on the knowledge and capacity of the Inclusion team to provide this.
4	The Reception Baseline Assessment and WellComm Assessment, both carried out on entry to Reception, indicate that a significant percentage of children start Shoreditch Park Primary School below Age Expectations in the core areas of the EYFS curriculum. More specifically, a significant percentage of children start



	Shoreditch Park Primary School experiencing barriers to speech and language development. (58% of whole cohort significantly below according to WellComm data 2024, with 80% of Pupil Premium pupils).
5	Our assessments and observations indicate that the wellbeing and Social, Emotional and Mental Health needs of a number of our disadvantaged children requires therapeutic services or interventions.
6	Our assessments and observations indicate that a number of disadvantaged children gain confidence from working in small focus groups, or additional adult-led booster sessions, where planning is tailored to their learning needs and adapted using ongoing assessment.
7	Through observations and conversations with pupils and their families, we find that a number of our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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: £157,719.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise progress in reading and phonics through effective intervention groups. Assistant Headteachers to lead interventions. SENCO to lead interventions for lowest 20% of readers.	EEF evidence shows an impact of +5 months for effective phonics programs. Read Write Inc has a positive impact upon the accuracy of word reading, as documented in the research above, and has been used with success at Shoreditch Park for a number of years. Phonics is led with rigor at Shoreditch Park and this has been commented upon through SIP reports and other external visits.	1,2,4
Release time for senior and middle leaders alongside experienced teachers to provide structured coaching, team teaching and support to ensure consistency in outcomes for all pupils	This aspect is key to progression across the school. As a school we place great emphasis on growing and developing great teachers. Senior leader release time ensures that ECTs and trainee teachers are given exceptional support during their time at Shoreditch Park. The following research displays ample evidence for coaching developing practice and pupil outcomes:	1,2

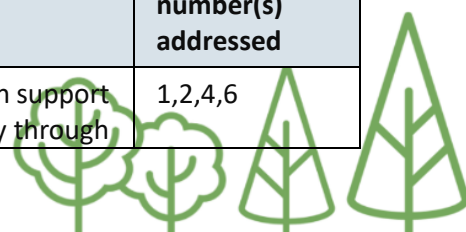


	Coaching for teaching and learning: a practical guide for schools Effective Professional Development also highlights the power of this aspect in embedding practice in collaboration with the schools CPD calendar.	
Teaching assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	EEF Guidance for ensuring that support staff makes the most impact, particularly through use of recommendation 5 of the TA Guidance Report. Research projects, such as this one show that with effective training support staff can play a huge part in ensuring that children make accelerated progress. Weekly training linked to the whole school CPD agenda supports additional adults in making an impact on pupil progress and attainment.	1, 2, 4, 6
Effective CPD to ensure effective pedagogy, good practice and teachers supported with professional development (Hackney Learning Trust, National College)	Effective Professional Development highlights the power of this aspect in embedding practice in collaboration with the schools CPD calendar. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://thenationalcollege.co.uk/news/eef-remote-cpd https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Effective staff development is proven to provide strong outcomes for all pupils. Most importantly it ensures that teaching practice is constantly developing and that outcomes are at the forefront of the mind of all staff.	1,2,5,6

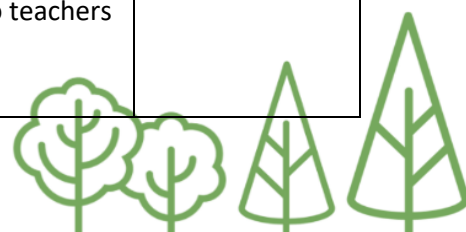
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £102,894.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA reading group to support the	EEF Guidance highlights the manner in which support staff can make the most impact - particularly through	1,2,4,6



progress of children in reading	use of recommendation 5 of the TA Guidance Report we know that highly trained HLTA groups can offer significant impact upon our children. Class sizes with fewer than 20 children is proven to also show significant progress measures, as shown here	
AHT release time to enhance curriculum areas, track outcomes and support year group consistency	The following research displays ample evidence for coaching developing practice and pupil outcomes: Coaching for teaching and learning: a practical guide for schools Improvement guides on the EEF, such as English and Maths, show that coaching from leaders ensures raising whole school standards. Alongside rigorous assessment and outcome tracking from SLT this ensures all pupils make optimal progress.	1,2
AHTs to teach reading groups and support teaching and learning across the school through modelling and coaching	High Quality Teaching is the most important lever schools have to improve outcomes for children. Assistant Headteachers will spend more time within classrooms to maximise progress.	1,2,4,6
Internal PPA Cover	High Quality Teaching is the most important lever schools have to improve outcomes for children. Through hiring an internal PPA teacher rather than agency or support staff we are ensuring that all children are given quality opportunities to access the entire curriculum.	1,2,4,6
Additional phonics tutoring targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,6
Maths program subscriptions to increase home learning support (Times table rock stars and IXL)	Home learning support and parental desire for such programmes are evidenced through EEF data here. Paired with school loans of laptops, this strand provides detailed feedback through carefully chosen programmes which provide accurate data to teachers without increasing working.	1,2,4,6



To effectively run quality interventions to support those who need early language and communication intervention in the EYFS and KS1	Early Language and Communication interventions are essential to ensuring that all children reach their potential, as documented in numerous research papers such as here .	1,2,4,6
To ensure early identification of need and tailor provision and interventions accordingly	As a result of our assessments on entry to Reception, targeted small group EYFS interventions are in place lead by an HLTA and overseen by AHT/ SENCO. These focus on speech, language, communication and confidence in oracy to enable pupils to reach their full potential. An EYFS Assistant SENCo has been employed to support with early identification of need and provision.	1,2,4,6
To effectively run booster sessions in Reading and Maths to ensure that PP pupils reach their potential by the end of KS2	End of Key Stage interventions target PP children to ensure they reach their potential by the end of KS2. These are led by AHT and reviewed every 2-3 weeks to ensure they remain effective. The impact of teacher led small group tuition is evidenced here: Small group tuition EEF	1,2,4,6

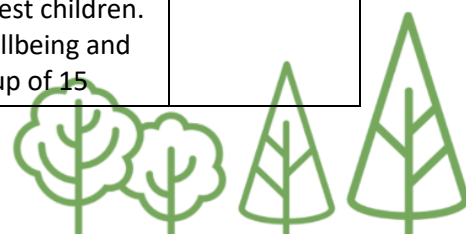
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,894.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gardening Club, small groups working with in house gardener on termly projects.	Research for many of our wider strategies relates to SMSC (spiritual, moral, social and cultural development) and linked research in collaboration with policy relating to SEND. https://www.sciencedirect.com/science/article/pii/S0190740919309697 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413529/Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf https://new.boxallprofile.org/	5, 7



Individual counselling, 1-1 therapy with in house qualified therapist.	Guidance in the DfE Guidance points to “counselling to support emotional health and wellbeing” as an effective use of pupil premium funding spending. This is elaborated upon in the EEF tiered approach to spending.	5, 7
Pastoral administrative support, coordinate in year admissions, FSM allocations and co-ordination of services	Guidance in the DfE Guidance points to use of PPG to support with pastoral needs is an appropriate use of spending.	3, 5, 7
Pastoral manager support in reducing persistent absence, increasing attendance and following up where attendance has not improved	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, NFER, 2015. Attendance intervention rapid assessment, EEF 2022, examines the existing research on interventions that aim to improve pupils’ school attendance and the characteristics of these interventions, based on a systematic search of existing literature. Within the school context, in depth attendance analysis takes place half termly supported by daily tracking systems.	3
To support and part finance the inclusion within Cultural Capital activities and school journeys (such as Year 6 residential, sporting activities such as ice skating and specific school trips)	Guidance in the DfE Guidance points to use of PPG to ensure all trips are inclusive as an effective use of pupil premium funding spending. This is elaborated upon in the EEF tiered approach to spending and additional evidence for the benefits can be find in articles such as this local case study	3, 5, 7
To enhance outdoor learning and cultural capital opportunities	It is widely acknowledged that outdoor learning, play and risk taking nurtures language development, empathy, connection and social and emotional regulation in our youngest children. Children need the outdoors for play, learning, wellbeing and development. Each Wednesday afternoon, a group of 15	



for our youngest learners	children from the EYFS attend an afternoon of Forest School, lead by external Forest School practitioners.	
To increase the proportion of children participating in music tuition through subsidising tuition fees	Young people playing a musical instrument enjoy greater progress and better academic outcomes than those who don't (study of 603 secondary age students, 115 of whom had learned an instrument - The Impact of Instrumental Music Learning on Attainment at Age 16. British Journal of Music Education (2016)	7
To continue to develop mental health awareness for all school stakeholders	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5, 6
Breakfast club	This scheme ensures targeted pupils have access to food at the start of the school day – both fruit and bagels.	5, 6

Total budgeted cost: £312,280.00

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 2024 to 2025 academic year.

Please see previous strategy statement for review of 2023/24 outcomes.

