Pupil premium strategy statement – Shireland Technology Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	37.1% (164 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-26 2026-27 2027-28
Date this statement was published	19/12/2025
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	Kat Bates Teaching and Learning Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,100
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*	£212,100

Part A: Pupil premium strategy plan

Statement of intent

At Shireland Technology Primary, our pupil premium strategy is driven by a commitment to equity, ambition and the belief that every child deserves the opportunity to thrive. The proportion of pupils eligible for the pupil premium now more accurately reflects our diverse community and we remain proactive in supporting all eligible families to access this funding and in removing any stigma associated with free school meals.

Our strategy is dynamic and responsive, shaped by ongoing analysis of pupil outcomes, attendance and engagement. We recognise that disadvantage can present itself in many forms—academic, social, emotional and economic. Therefore, our approach is holistic, targeting not only attainment but also personal development, wellbeing and cultural capital.

Our priorities reflect the evolving needs of our pupils. We aim to secure strong progress in early literacy and mathematics, ensuring disadvantaged pupils build firm foundations for future learning. Alongside this, we are committed to improving early communication and language skills, particularly for pupils with EAL, through initiatives such as the Voice 21 oracy programme. Digital inclusion remains a key focus, ensuring equitable access to technology so that all pupils can engage fully with online platforms and home learning.

We are determined to provide stretch and challenge for high-attaining disadvantaged pupils, increasing the proportion achieving greater depth across core subjects. Attendance and punctuality will continue to be addressed through our inclusive attendance approach, maintaining improvements and reducing persistent absence. SEMH and wellbeing support will remain central to our work, enabling pupils to develop resilience and positive relationships. Through enrichment activities, careers education and our 'My Cultural Journey' programme, we will broaden horizons and raise aspirations, ensuring every child has access to experiences that inspire ambition and confidence.

Our strategy is underpinned by high-quality teaching, robust CPD and evidence-based interventions, aligned with guidance from the Education Endowment Foundation. It is regularly reviewed to ensure impact and responsiveness to cohort-specific needs. By working in partnership with families and the wider community, we strive to ensure that disadvantage does not define destiny and that every child leaves Shireland Technology Primary equipped for the next stage of their education and life.

Challenges

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

Challenge number	Detail of challenge
1	**Progress in Early Literacy and Mathematics** Despite strong outcomes at the end of Key Stage Two last year, progress in early literacy and mathematics remains a priority. Early reading and number fluency are critical foundations and some disadvantaged pupils require targeted support to secure these skills quickly and confidently.
2	**Digital Inclusion and Equitable Access to Technology** Access to devices and reliable internet continues to vary across our community. While many pupils benefit from technology-rich learning opportunities, some disadvantaged families face barriers that limit engagement with online resources and home learning; impacting continuity of learning.
3	**Stretch and Challenge for High-Attaining Disadvantaged Pupils** A number of disadvantaged pupils achieve well at the expected standard, but fewer reach greater depth. Ensuring these pupils receive sufficient stretch and challenge is essential to prevent gaps at the higher attainment levels and to nurture academic ambition.
4	**Attendance and Punctuality** Although attendance has improved overall, persistent absence and punctuality issues remain for some disadvantaged pupils. These patterns can affect learning time and progress, so maintaining a strong focus on inclusive attendance strategies is vital.
5	**SEMH and Wellbeing** Social, emotional and mental health needs continue to present challenges for some disadvantaged pupils. These needs can impact engagement, relationships and academic progress, requiring sustained investment in pastoral support and targeted interventions.
6	**Broadening Horizons and Raising Aspirations** Many pupils have limited exposure to wider cultural and enrichment experiences beyond the local community. This can restrict aspirations and confidence in pursuing future opportunities, making it essential to provide diverse experiences that inspire ambition.
7	**Early Communication and Language Skills and English as an Additional Language (EAL)** High levels of EAL and increasing numbers of pupils joining our school with limited communication and language skills in the early years means that this area continues to be a significant challenge. Building strong oral language skills is key to unlocking learning across the curriculum.

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
Disadvantaged pupils make strong progress in early reading and mathematics, securing foundational skills by the end of EYFS and Key Stage One.	Assessment data shows disadvantaged pupils meet or exceed age-related expectations in phonics, early reading and number fluency, with gaps closing compared to non-disadvantaged peers.
All disadvantaged pupils have the opportunities for equitable access to digital devices and online learning resources to support home learning and independent study.	Monitoring indicates disadvantaged pupils routinely have access to devices and connectivity beyond lesson time to allow them to engage with digital platforms and complete home learning in line with peers.
High-attaining disadvantaged pupils are consistently challenged and achieve greater depth across core subjects.	End-of-year data shows an increased proportion of disadvantaged pupils achieving greater depth in Reading, Writing and Maths.
Attendance and punctuality for disadvantaged pupils improves and remains at least in line with non-disadvantaged peers.	Attendance tracking demonstrates that attendance of disadvantaged pupils improves year on year, with persistent absence reducing.
Disadvantaged pupils receive timely SEMH support, enabling positive engagement and progress in learning.	Boxall Profile data shows improved social, emotional and mental health of pupils over time; pupil voice reflects positive attitudes and emotional resilience.
Disadvantaged pupils access a wide range of enrichment experiences that raise aspirations and broaden cultural capital.	All disadvantaged pupils engage in enrichment activities; pupil voice indicates increased confidence and ambition for future learning.
Disadvantaged pupils, including those with EAL, develop strong oral language skills to support learning across the curriculum.	Assessment evidences improved vocabulary and communication skills; targeted interventions (e.g., Voice 21 oracy programme) show measurable impact on language development.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £106,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom-based staff	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). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Making Best Use of Teaching Assistants | EEF	1, 3, 4, 5, 6, 7
Engagement with national oracy project – Voice 21	"Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." EEF on oral language interventions - Voice 21	1, 3, 7
Purchase and administration of NTS standardised diagnostic assessments.	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 Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 3, 6, 7
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 utilising and increasing engagement with school and Trust initiatives to support family engagement.	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. Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)	4, 5, 6

Remove financial barriers for attending extra-curricular activities to improve academic progress and also promote cultural capital.	Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)	1, 2, 3, 5, 6
Embed approaches in class to support the development of communication and language and early reading skills.	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 1,2,3,5,6,8 6 comprehension strategies (+6 months), Oral language intervention (+6 months)	1, 2, 5, 7
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)	All
Promote a life long love of reading by providing a reading rich environment and opportunities for pupils to engage with a range of texts.	EEF reports recommends classroom strategies that improve pupils vocabulary and reading ability. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6, 7
Further embed Flipped Learning as a tool to engage pupils and families in learning beyond the classroom.	EEF Studies show positive impact of Flipped Learning and family engagement on pupil outcomes. Flipped Learning | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Remove financial barriers to educational and aspirational experiences by subsiding 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)	6
Purchase of a DfE validated Systematic Synthetic Phonics programme reading text (Matched the Rocket Phonics Scheme) to secure strong process and applying current phonics knowledge at home. Rocket Phonics home readers	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Strategies are often taught to a class and then practiced in pairs or small groups. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	1, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rocket Phonics Guided reading text	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	
Engage in regional and national competitions related to learning in school in order to provide exceptional experiences and raise aspirations.	Research indicates that pupils in education benefit from healthy academic competition as well as sporting competition (PDF) The role of competitions in education (researchgate.net)	3, 6
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: £55,100

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 alongside SLT/staff to improve outcomes	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 pupils nearing their end-of-key-stage assessments. Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).	1, 3, 4, 5, 6
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	1, 2, 3, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
	strategies (+6 months), Oral language intervention (+6 months	
Embed 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)	1, 3
Sustain 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, 3, 5, 6, 7
Provide a before/after school intervention 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, 3, 4, 6, 7
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, 2, 3, 6, 7

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

Budgeted cost: £50,500

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, 3, 7
Remove financial barriers to educational and aspirational experiences by subsiding 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)	4, 5, 6
Promoting and maintaining the high	The DfE guidance has been informed by engagement with schools that have	All

value placed on regular school attendance	significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)	
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)	5, 6
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	EE	5, 6
Support for families aiming to develop their parenting skills and/or further engage with their child's learning.	Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils. EEF report indicates that parental engagement has an impact of +4 months Parental engagement	EEF (educationendowmentfoundation.org.uk)	All

Total budgeted cost: £212,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 marks the first Year Six cohort and set of KS2 outcomes for Shireland Technology Primary, providing the first clear evidence of the impact of our strategies to reduce pupil premium attainment gaps by the end of Key Stage 2. Here is an overview of this data, comparing achievement of pupil-premium and non-pupil premium pupils:

Subject	Level	Pupil Premium Value	Non-Pupil Premium Value
Reading (test), Writing (TA)	≥EXS/Exp.Std.	81.8%	63.2%
& Maths (test)	GDS/High Score	9.1%	21.1%
Reading	≥Exp.Std.	81.8%	68.4%
	High Score	54.5%	57.9%
Writing (TA)	≥EXS	90.9%	68.4%
	GDS	9.1%	26.3%
Maths (test)	≥Exp.Std.	81.8%	68.4%
	High Score	63.6%	42.1%

Pupil Premium pupils at Shireland Technology Primary achieved exceptionally well in 2024/25, outperforming non-pupil premium peers at the expected standard across all subjects. Combined attainment was **81.8% for Pupil Premium** compared to **63.2% for non-pupil premium**, with similarly strong results in Reading (81.8% vs 68.4%), Writing (90.9% vs 68.4%) and Maths (81.8% vs 68.4%). While non-pupil premium pupils achieved higher proportions at greater depth in combined subjects and Writing, Pupil Premium pupils demonstrated notable strength in Maths at greater depth (63.6% vs 42.1%).

These outcomes far exceed both local and national averages, reflecting the impact of our targeted strategies and commitment to high-quality teaching. Moving forward, our focus will be on increasing the proportion of Pupil Premium pupils achieving greater depth in Writing and combined subjects, ensuring continued excellence and equity in attainment.

Whilst we are pleased with the outcomes achieved by our first Year Six cohort, we do not rest on our laurels. We continue to internally track attainment gaps across all subjects for every cohort. We recognise that certain cohorts currently have specific gaps and we are actively working to close these. Our approach remains flexible and dynamic, ensuring that we respond swiftly to emerging cohort-specific needs and adapt our strategies to maintain progress and equity for all pupils.

Assessment of Previous Strategy Plan Outcomes

- **Early Reading and Mathematics**
  Disadvantaged pupils met or exceeded the expected standard in both reading and mathematics by the end of Key Stage Two, reflecting significant success in closing attainment gaps in core subjects throughout this phase.

- **Communication and Language Development**
  Evidence from pupil voice, books and assessment data indicates pupils now communicate with a broader vocabulary and demonstrate improved language skills, supporting effective engagement in learning. This, however, must remain a priority for our school due to high levels of EAL within our community and growing numbers of pupils receiving SALT support. Our plans to introduce the Voice 21 oracy project this year will continue to prioritise this area.

- **Attitudes to Learning and Relationships**
  Pupils often display excellent attitudes to learning, self-regulation and positive relationships with peers and adults, as seen in classroom observations and engagement metrics. However, relationship based practices are essential to improving attitudes to learning across our school community and therefore continues to be a focus in our next strategy.

- **Family Engagement in Home Learning**
  Feedback from families and pupils shows home learning is valued and supported, contributing to higher levels of engagement and improved outcomes for many. We still need to prioritise working together with families to achieve the best outcomes for pupils.

- **Aspirations and Wider Experiences**
  Pupils are consistently exposed to a range of experiences that aim to raise aspirations. Pupil voice confirms pupils enjoy these experiences and they contribute to high aspirations and pride in learning. This continues to be a focus for a school to ensure that all children are aspirant and realise their potential.

- **Attendance and Punctuality**
  Attendance and punctuality for disadvantaged pupils improved and is now broadly in line with non-disadvantaged peers, reinforcing the impact of our attendance strategies. We intend to take this even further this year with our inclusive attendance approach.

- **Behaviour and Inclusion**
  Behaviour tracking demonstrates that disadvantaged pupils are no more likely to be involved in behavioural incidents than their peers, where there is not an additional barrier, evidencing success in promoting inclusion and positive conduct.

These outcomes provide a strong foundation for our next phase of work, which will build on these successes while addressing remaining priorities and emerging cohort-specific needs to ensure sustained improvement and equity for all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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
Century	Century Tech