

# **Sherington Primary School**



## **Pupil Premium Statement**

**2021-2022**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement. Their research, evidence, case studies and resources (such as the Teaching and Learning Toolkit) underpin the school's tiered approach to Pupil Premium spending.

### School overview

Detail	Data
School name	Sherington
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	26 <sup>th</sup> September 2021
Date on which it will be reviewed	July 1 <sup>st</sup> 2022
Statement authorised by	Amanda Burnell
Pupil premium lead	Gail Tippett
Governor / Trustee lead	Leah Anderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,972
Recovery premium funding allocation this academic year	£
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	£ 112,972

# Part A: Pupil premium strategy plan

## Statement of intent

Educational attainment is the best predictor that we have of a young person's long-term outcomes. Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools nationally. The gap is stubborn because its causes are entrenched and complex, and many lie beyond schools and educators. However, it is clear that we can make a significant difference.

The causes and consequences of disadvantage are varied. We view Pupil Premium pupils not as a homogenous group but as individuals with needs. Children who are eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not merely about supporting low attainers. We have disadvantaged pupils who achieve well (and highly) at KS1. Our intent is that these pupils continue to achieve well (and highly) at KS2.

We teach character development alongside academics which helps enable Pupil Premium students to flourish in school and life. Alongside our character + academics approach to learning, we also place enormous value on equality of opportunity for our disadvantaged pupils through a rich, relevant and engaging curriculum. Our aim is that all pupils irrespective of background and barriers to learning, become fulfilled and healthy individuals who are able to flourish and contribute to society now and in the future,

### **A tiered approach to Pupil Premium spending**

#### **1. Teaching**

Good teaching is the most important lever that we have as a school to improve outcomes for disadvantaged pupils. Improving the quality of teaching will also benefit other groups - including higher achievers. Ensuring that every teacher is supported and receives targeted professional development in order to keep improving is one priority for our Pupil Premium spending. In 2021-22, CPD from the National College will support ECTs, teachers and leaders

#### **2. Targeted academic support**

Evidence shows the positive impact that targeted academic support can have. Our intent is to provide this through classroom teachers and teaching assistants linking with small group tuition and one-to-one support.

At start of academic year 2021 - 22:

45% of pupils with SEND are Pupil Premium and 29% of Pupil Premium have SEND.

Trained support staff are deployed to work with small groups and one to one to provide intervention that will close academic gaps and support emotional wellbeing.

### **3. Wider strategies**

These strategies continue to address the non-academic barriers to success in school and relate to behaviour and social and emotional support.

In order that economically disadvantaged pupils have access to our wider opportunities, all activities and lessons incurring a cost are subsidised for parents/carers of children with Pupil Premium funding. This includes educational trips and visits, year 6 school journey, music lessons with peripatetic teachers, after school activity clubs.

The pupil wellbeing lead provides nurture and social skills groups which support our most vulnerable and disadvantaged children; one to one (or small group) supervision for pupils requiring or requesting time out of the classroom for emotional and/or behavioural needs. The pupil wellbeing lead fosters good communication between school and vulnerable families around attendance, behaviour, physical and emotional health.

A tiered approach enables the school to adopt a balanced approach to improving teaching, targeting academic support and wider strategies that support self-regulation, and emotional wellbeing. This approach also ensures that these priorities are integral to whole school development planning and not additional.

## **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	Gaps in reading, writing and maths due to prolonged periods away from school for lower and prior high attainers
2	Self-regulation
3	Social interactions and behaviours
4	Language and vocabulary acquisition

## 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
Close gaps in reading, phonics, maths	Book bands, assessments and Learning Ladders show accelerated progress
Improving self-regulation	Pupils are able to self-regulate in lessons (improving learning behaviours and outcomes) and in the wider school Behaviour monitoring sheets show reduction in low level disruption
Improving social interactions	Classroom and playground behaviour monitoring sheets show fewer incidents
Expanding vocabulary and developing language acquisition	SALT and STEPS assessments, reading assessments,

## 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: £ 1,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College subscription provides remote, timely CPD to improve teaching and leadership	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1

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

Budgeted cost: £ 74,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA in year 6 (teacher trained) to support 1:1 and small groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3
Learning mentor 5x mornings to support small group maths and English for SEND and most vulnerable	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 4
Beanstalk:1:1 reading intervention with 3 x year 2 pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 4
Play therapy (2 pupils with emotional needs)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3
1:1 Speech and Language Therapy (SALT)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 3, 4
67% 1:1 Support Team for Education in Primary and Secondary (STEPS)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 3, 4

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

Budgeted cost: £ 37,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Wellbeing lead for social and emotional learning provides behavioural support with 1:1 or small group facilitation; social skills groups, nurture time, family liaison, peer mediators	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3
Subsidy for: peripatetic music lessons; after school club, school journey	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 3

**Total budgeted cost: £ 113,430**

## 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 2020 to 2021 academic year.

The impact of our strategies for social and emotional development were difficult to quantify for the following reasons:

The COVID-19 school risk assessment saw year group bubbles in place for the academic year. There was no mixing of year groups inside or outside the building. Movement around the classroom and building was restricted to essential travel only. Pupils sat in front facing desks. Whole school events such as assemblies were held remotely. Teaching assistants remained with their class for all supervision.

A few of our most vulnerable pupils were adversely affected by this but strategies in place supported them well.

In lockdowns and in periods of self-isolation, the pupil wellbeing lead (along with inclusion manager) provided essential support for our most vulnerable families. Evidence on CPOMS.

Academic interventions facilitated by school staff were partially successful – but impacted by lockdowns and staff absence. External (Beanstalk) reading intervention strategies were halted due to COVID restrictions for part of the year because of measures within the school's risk assessment. Assessments in the summer term highlighted the gaps widening.

### 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

