

Sherington Primary School



Pupil Premium Statement

2022-2023

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	428
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Amanda Burnell
Pupil premium lead	Chloe Martin
Governor / Trustee lead	James Kinman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,640
Recovery premium funding allocation this academic year	£n/a
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	£ 88,640

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 it's 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 can flourish and contribute to society now and in the future, and aspire to challenge themselves and achieve highly.

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 2022-23, 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 2022 - 23:

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.

Challenge number	Detail of challenge
1	Internal assessment data and wider contextual data from the previous academic year, indicates that Pupil Premium children are significantly less likely to achieve the expected standard for Reading at KS1 and KS2. This is due to several factors including the impact of COVID 19.
2	Internal assessment data and wider contextual data from the previous academic year, indicates that Pupil Premium children are significantly less likely to achieve the expected standard for Maths at KS1 and KS2. This is due to several factors including the impact of COVID 19.
3	Internal assessment data and wider contextual data from the previous academic year, indicates that Pupil Premium children are significantly less likely to achieve the expected standard for Writing at KS1 and KS2. This is due to several factors

	including the impact of COVID 19.
4	Pupil Premium children are more likely to be on the SEND register, for a plethora of reasons.
5	Pupil Premium children are more likely to require support to improve social interactions and self-regulation.
6	Pupil Premium children are less likely to be exposed to experiences of the wider world outside of school, limiting acquisition of general knowledge and aspirations for the future.
7	Assessments, observations and discussions with pupils and teachers suggest disadvantaged pupils generally have greater difficulty learning and securing Phonics, than their peers, on entry to Sherington. This negatively impacts their development as readers and poses the challenge of closing those gaps in language and vocabulary acquisition, not only in EYFS, but throughout their Primary education.
8	Social and economic challenges experienced by families including housing, finance, domestic violence and general health and wellbeing.
9	Pupil Premium children are more likely to be persistently absent/late and have poor attendance.

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
Challenge 1 Close end of Key Stage gaps identified in Reading	Book bands, assessments and Learning Ladders show accelerated progress, contextual data
Challenge 2 Close end of Key Stage gaps identified in Maths	Assessments and Learning Ladders show accelerated progress, contextual data
Challenge 3 Close end of Key Stage gaps identified in Writing	Assessments and Learning Ladders show accelerated progress, contextual data
Challenge 4 Ensure Pupil Premium children on the SEND register are making progress in line with their peers	SALT and STEPS assessments, reports and targets from supporting external agencies, assessment of half-termly personalised targets show good individual progress.
Challenge 5 To provide Pupil Premium children who struggle to self-regulate and socialise appropriately, with effective support and strategies and interventions to improve communication and interaction	Pupils can self-regulate in lessons (improving learning behaviours and outcomes) and in the wider school. Behaviour monitoring sheets show reduction in low level disruption. Classroom and playground behaviour monitoring sheets show fewer incidents.

Challenge 6 To provide all children with a variety of experiences through a rich, creative curriculum and school trips	All children to experience an equal range of opportunities and experiences offered school.
Challenge 7 Expanding vocabulary and developing language acquisition	Phonics scheme to be used to assess and implement effective teaching to close attainment gaps between Pupil Premium children and their peers.
Challenge 8 To support Pupil Premium children and families with funded access to extra-curricular activities. To support vulnerable families with social and economic issues through referrals to appropriate agencies within the borough.	All families who are eligible for financial and further support regarding social issues, are identified and supported by the school to ensure Safeguarding and adequate support for vulnerable families.
Challenge 9 Inclusion Manager and Attendance Lead to work with the Attendance Advisory Service to support families of children who are persistently absent and follow procedures in line with the Borough's attendance regulations.	Persistent absence shows a decrease and meetings with parents happen on a termly basis to support with improving attendance.

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	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 £1,448

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

Budgeted cost: £54,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Psychology	Social and emotional learning EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Parental engagement EEF (educationendowmentfoundation.org.uk)	£2,377
Counselling	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£10,880
Beanstalk:1:1 reading intervention with 3 x year 2 pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 4 £1540
Play therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3 £14,250
1:1 Speech and Language Therapy (SALT)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4 £8,237
67% 1:1 Support Team for Education in Primary and Secondary (STEPS)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 4 £17,563

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

Budgeted cost: £

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, resources for interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3 £28,833
Subsidy for: peripatetic music lessons; after school club, school journey	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3 £5000

Total budgeted cost: £ 88,640 (currently)

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence and persistent absence among disadvantaged pupils is considerably higher

than that of their non-Pupil Premium peers We recognise this gap is large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Little Wandle Phonics	Little Wandle