

Sherington Primary School



Pupil Premium Statement

2023-2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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% (64 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Gary Hinchcliffe
Pupil premium lead	Joanna Richards
Governor/Trustee lead	James Kinman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,190
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	£ 96,190

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. Our school data from 2022/2023 school outcomes, shows that pupils, particularly in Key Stage 1, do not secure greater depth/higher levels, and this must also be a focus for the strategy.

We teach character development alongside academics which helps enable Pupil Premium students to flourish in school and life. Alongside our character strengths and high expectations of learning, we also place enormous value on equality of opportunity for our disadvantaged pupils through a rich, relevant and engaging curriculum and enrichment activities. 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 (EEF 2021, Sutton Trust, 2014). Improving the quality of teaching through high expectations and a robust CPD offer has also been shown through research to close the gap at all levels (Kraft et al, 2018). Ensuring that every teacher is supported and receives targeted professional development in order to keep improving is a key priority for our Pupil Premium spending.

2. Targeted academic support

Evidence shows the positive impact that targeted academic support can have through effective feedback (EEF toolkit). Our intent is for all children to receive effective 'real time' feedback through classroom teachers and teaching assistants. Targeted

feedback, and the actions from this, will link with small group tuition and one-to-one support.

At start of academic year 2023-24:

45% of pupils with SEND are Pupil Premium and 29% of Pupil Premium have SEND. The Intersection of Need completed by the Inclusion Leader ensures that leaders at all levels are aware of this intersection in their own classrooms, phases or areas of interest.

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 (gap in attainment of 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
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
<p>Challenge 1 Close end of Key Stage gaps identified in Reading</p>	Book bands, assessments and Learning Ladders show accelerated progress, contextual data
<p>Challenge 2 Close end of Key Stage gaps identified in Maths</p>	Assessments and Learning Ladders show accelerated progress, contextual data
<p>Challenge 3 Close end of Key Stage gaps identified in Writing</p>	Assessments and Learning Ladders show accelerated progress, contextual data
<p>Challenge 4 Ensure Pupil Premium children on the SEND register are making progress in line with their peers</p>	SALT and STEPS assessments, reports and targets from supporting external agencies, assessment of half-termly personalised targets show good individual progress.
<p>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</p>	<p>Pupils can self-regulate in lessons (improving learning behaviours and outcomes) and in the wider school.</p> <p>Behaviour monitoring sheets show reduction in low level disruption.</p> <p>Classroom and playground behaviour monitoring sheets show fewer incidents.</p>
<p>Challenge 6 To provide all children with a variety of experiences through a rich, creative curriculum and school trips</p>	All children to experience an equal range of opportunities and experiences offered school.
<p>Challenge 7 Expanding vocabulary and developing language acquisition</p>	Phonics scheme to be used to assess and implement effective teaching to close attainment gaps between Pupil Premium children and their peers.
<p>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.</p>	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.
<p>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.</p>	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 (year subscription)

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

Budgeted cost: £55,158

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)	£3,981
Counselling	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£10,880
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 £8,484

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

Budgeted cost: £33,833

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: £ 90,439 (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 2022 to 2023 academic year.

We analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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. 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.

Phonics:

Year 1 phonics outcomes (% achieving expected standard)

	2019	2022	2023	Difference 22/23
Disadv.	78%	83%	75%	-8
Not Disadv.	92%	91%	92%	
Difference	-14	-7	-17	

The three-year trend shows a fluctuation in the attainment of disadvantaged pupils, opposed to the stability of those who are not disadvantaged. The largest attainment gap (reflecting needs in the cohort) was in 2023. However, for all three years, disadvantaged pupils at Sherington outperformed their peers nationally, demonstrating the impact of the PP strategy at the school.

Key Stage 1

The DfE does not report on RWM combined outcomes at Key Stage 1 so the figures used below are NCER national figures.

The three-year trend shows a significant gap in attainment between children who are not disadvantaged and their disadvantaged peers. Both at expected and at Greater Depth. The revised strategy, along with the focus on intersection of need between Pupil Premium and SEND, will be used to close this gap as the children move through Key Stage 2 to ensure that value added is evident in outcomes at Year 6, with a greater percentage of children achieving expected standard.

Expected standard or above

	2019	2022	2023	Difference 22/23
Disadv.	27%	40%	29%	-11
Not Disadv.	81%	72%	69%	-3
Difference	-54	-32	-41	

Greater Depth

	2019	2022	2023	Difference 22/23
	0%	0%	0%	0
	21%	11%	15%	5
	-21	-11	-15	

Reading, Writing and Maths* - school vs England gaps

	2019	2022	2023	Difference 22/23
School Disadv.	27%	40%	29%	-11
England Disadv.	50%	37%	52%	15
Difference	-23	3	-23	

	2019	2022	2023	Difference 22/23
	0%	0%	0%	0
	5%	2%	2%	0
	-5	-2	-2	

Key Stage 2**Expected standard or above**

	2019	2022	2023	Difference 22/23
Disadv.	61%	31%	67%	36
Not Disadv.	83%	88%	84%	-5
Difference	-22	-58	-17	

Higher Standard / Greater Depth

	2019	2022	2023	Difference 22/23
	0%	0%	8%	8
	43%	37%	28%	-9
	-43	-37	-20	

Reading, Writing and Maths - school vs England gaps

	2019	2022	2023	Difference 22/23
School Disadv.	61%	31%	67%	36
England Disadv.	51%	43%	44%	1
Difference	10	-12	23	

	2019	2022	2023	Difference 22/23
	0%	0%	8%	8
	5%	3%	3%	0
	-5	-3	5	

The three-year trend for children eligible for Pupil Premium demonstrates that whilst this group of children are outperformed by their non-disadvantaged peers at Sherington, with the exception of 2022, children outperform their peers nationally.

Disadvantaged children at Sherington also achieved above national outcomes for Reading Writing and Maths in 2023. Data from tests and assessments across the school suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

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 over the last 2 years, 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 and this, in turn, has had an impact on academic outcomes. The strategy for 2023/24 reflects the need for a focus on a holistic approach to each child.

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 Maths No Problem	Little Wandle Maths No Problem (school will change to White Rose Maths for Sept 2024)