

Pupil premium strategy statement – Sherard Primary School

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	444 including pre-school 397 without
Proportion (%) of pupil premium eligible pupils	16%
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)	2024-2027
Date this statement was published	29 th November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	H.Blumfield
Pupil premium lead	Jessica Watson/Helena Blumfield
Governor / Trustee lead	Andrew Durrant (Link governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,400

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will put incentives in place to encourage parents to apply for free school meals.
- Ensuring all teaching is good or better.
- ELSA trained staff in school
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources will be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Targeted interventions
- Pupil Progress meetings
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Financial assistance with purchasing uniform.
- Behaviour support
- Employment of 3 intervention cover supervisors to release class teachers

Challenges

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

Challenge number	Detail of challenge
1	<p>Additional pupil characteristics such as special educational needs and/or disabilities.</p> <p>35% (22) of all pupil premium children also have special educational needs</p> <p>15% (9) have Education and Healthcare plans</p> <p>9% (6) have top up funding</p> <p>24% (15) have high needs funding</p> <p>For these children the aim is for them to make good or above expected progress rather than nationally expected attainment, as many of these children are accessing a curriculum below their chronological age.</p>
2	Impact which COVID-19 and school closures has had on some of these children means that the attainment gap has widened, increased language difficulties and anxiety including emotional school-based avoidance.
3	Attendance and Punctuality issues
4	Ensuring that all children make expected progress in reading and writing
5	Ensuring that children in KS1 make expected progress in reading and writing and have access to high quality intervention to support.
6	Financial strain on some families, increased financial pressures.

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
To ensure all pupil premium children make or exceed nationally expected progress by being taught by highly effective teachers	<p>68% or above of children with pupil premium have achieved the expected standard in the Year 1 phonics screen.</p> <p>41% or above of children with pupil premium have achieved the expected standard in reading, writing and maths at the end of KS1 and KS2.</p>
To ensure that pupil premium children have equitable access to a broad range of extracurricular activities, trips and cultural	Attendance records show that more pupil premium children are participating in extra curricular activities by the end of the academic year.

<p>experiences to enhance their educational and personal development.</p>	<p>All pupil premium children will attend at least one school trip by the end of the academic year.</p> <p>Children who are pupil premium will participate in at least three culturally enriching experiences (such as museum visits, theatre performances, or historical site tours) throughout the academic year.</p> <p>85% or above of parents of children who are pupil premium will report satisfaction with the opportunities provided to pupils as measured through surveys.</p>
<p>To improve attainment and progress for pupil premium children in reading.</p>	<p>69% or above of children who are pupil premium have achieved the expected standard in reading by the end of KS1.</p> <p>60% or above of children who are pupil premium have achieved the expected standard in reading by the end of KS2.</p> <p>80% of children who are pupil premium will show progress with their reading comprehension, accuracy and fluency by progressing up a reading level as measured through baseline and standardised assessments.</p> <p>85% of children who are pupil premium will read at home at least three times a week, as recorded in home reading logs.</p> <p>All children who are pupil premium will have access to a diverse range of reading materials, including age-appropriate books, digital resources and audiobooks.</p> <p>All children who are pupil premium and are working below the expected standard for reading will participate in targeted reading intervention programs.</p> <p>85% of children who are pupil premium will express a positive attitude towards reading, as measured by student surveys and interviews.</p>
<p>To improve attainment and progress for pupil premium children through the</p>	<p>70% of children who are pupil premium who participate in additional intervention will achieve their individual progress targets in</p>

<p>implementation of high-quality intervention to close gaps in attainment and improve social and emotional wellbeing of children who are pupil premium.</p>	<p>core subjects (reading, writing and maths) by the end of the academic year.</p> <p>75% of children who are pupil premium and receiving targeted literacy and/or numeracy intervention will demonstrate significant improvement in specific skills, as measured through summative and formative assessments.</p> <p>80% of children who are pupil premium and participating in ELSA sessions will demonstrate improved emotional literacy and coping skills, as assessed by pre and post intervention evaluations.</p>
<p>To continue to improve children's emotional, social health and wellbeing and support families of pupil premium and SEND children to overcome barriers which they may face due to socio-economic status.</p>	<p>85% of children who are pupil premium and engaged in a social skills intervention will show significant improvement in peer interactions and conflict resolution skills.</p> <p>70% of families of children who are pupil premium will participate in at least one school organised support program or workshop within the academic year.</p> <p>90% of families will report improved access or signposting to essential resources and support services (e.g. food banks, counselling and external services).</p>
<p>To improve attendance and punctuality of pupil premium children.</p>	<p>The attendance rate for pupils who are pupil premium is 95% or above by the end of the academic year.</p> <p>There has been a 30% reduction in the number of pupils who are pupil premium arriving late at the end of the academic year in comparison to the beginning.</p> <p>80% of families with children who are frequently late will participate in at least one school organised meeting or support session to discuss punctuality and attendance strategies.</p>

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cost of 3 cover supervisors for release time.</i></p> <p><i>Purchase of resources to complete monitoring.</i></p> <p><i>Cost of CPD- National College</i></p>	<p>EEF: use of scaffolding, explicit instruction, cognitive and metacognitive strategies</p> <p>EEF report metacognition and self-regulation findings</p>	1, 4, 5
<p><i>Staff CPD for planning and running school trips.</i></p> <p><i>Ensure trips and visits to cultural sites to broaden pupil's experiences and enhance cultural capital.</i></p>	<p>Sutton Trust Report- highlights how enrichment activities, including school trips can improve academic outcomes and social mobility. Impact of outdoor adventure learning on academic attainment within the EEF toolkit.</p>	1, 2
<p><i>Training for LSA's and teachers to implement interventions and adaptations and support in the classroom.</i></p> <p><i>Social communication training</i></p> <p><i>Precision Teach training</i></p> <p><i>Educational Psychologist training</i></p> <p><i>Sensory Circuits training</i></p> <p><i>Reading intervention training</i></p> <p><i>Autism Outreach training</i></p> <p><i>Attachment training</i></p>	<p>Specialist Teaching Service</p> <p>Autism Outreach service training</p> <p>EEF- best use of teaching assistants' guidance. Ensuring LSA's have access to CPD and training prior to delivering interventions</p>	1, 5
<p><i>Educational Psychologist assessments for specific children to provide relevant CPD to teachers.</i></p>	<p>Study by Norwich and Lewis (2007) found involvement of EP's led to better identification and understanding of pupil needs, allowing for more targeted intervention.</p> <p>Research by Fallon, Woods and Rooney (2010) indicates that schools utilising EP services report improvements in pupil engagement and achievement, particularly those from disadvantaged backgrounds.</p>	1,2

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

Budgeted cost: £33,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-One support from pastoral and behaviour team for children who are pupil premium with attendance or punctuality issues.</i>	Supporting the attainment of disadvantaged pupils: Articulating success and Good Practice (2015)- report emphasises importance of targeted support including pastoral care in improving attendance for pupil premium children. The Pupil premium: How schools are spending the funding successfully to maximise achievement (2013)- report includes examples of schools where pastoral support has been used effectively to tackle barriers to attendance and punctuality.	2, 3
<i>One-One and small group interventions for pupils with additional characteristics such as SEND. Interventions such as – sensory circuits, social communication, targeted literacy and numeracy.</i>	EEF- has reported that holistic interventions, which include elements like social and emotional learning and sensory integration, can lead to significant improvements in behaviour and academic outcomes.	1
<i>ELSA interventions for pupils who are pupil premium and have social, emotional and wellbeing difficulties such as emotional school-based anxiety.</i>	Study by University of Southampton- found that children who received ELSA support showed improvements in emotional literacy, social skills and behaviour. Case study analysis showed that pupils with school-based anxiety benefited from the targeted emotional support provided by ELSA's	2, 3
<i>Implementation of specific reading intervention to improve attainment and progress for Pupil Premium cohort in reading. Instil 'a love of literature' in children through reading sessions with parents and a wide range of literature available in school.</i>	Top Triangle reading intervention (Charlie Pitt-Miller-specialist teaching service) monitoring progress and data for children Follows main principles of well-founded intervention, multi-sensory approach EEF guidance to high quality interventions Research Evidence on reading for pleasure DFE (2012)	1, 5

<i>Implementation of paired reading scheme for KS1 and KS2 pupils to improve reading outcomes.</i>	Research by Topping (2014) highlighted increased reading self-esteem and motivation among participants, particularly those from disadvantaged backgrounds.	1, 4, 5
<i>Implementation of guided reading group using 'Storytime Subscription resources' to work on instilling a love of literature.</i>	Fountas and Pinnell (2012) found that the students in guided reading groups made greater gains in reading comprehension compared to those receiving whole-class instruction. This is especially beneficial for disadvantaged pupils who may need more focused individualised support.	1, 4, 5
<i>Parent reading workshops, school literature and support for parents to read with pupils at home.</i>	The National Literacy Trust (2010)- parents who are involved with their children's reading at home have children with higher reading levels and greater interest in reading. Research by the National Center for Family Literacy (2009) found that parents who participated in literacy workshops felt more confident and equipped to help their children with reading, leading to more frequent and effective reading sessions at home.	2
<i>Increase literature, signposting and support for parents for financial literacy.</i>	Research by Sherraden et al (2011) indicated that financial education for parents reduces financial stress, which in turn creates a more supportive and less stressful environment for children. Study by Elliott and Beverly (2011) found that families with better financial knowledge were more likely to save for their children's education and support their academic needs.	6

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidised breakfast club for pupils. Ensuring pupils start the day with a nutritious meal, which can improve attendance and punctuality (approx. £3 per pupil per day).</i>	EEF- magic breakfast trial <i>'Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security.'</i>	2, 6

<i>Continue to implement and improve upon 'uniform swap shop'. Access to uniform and resources to support children who are pupil premium.</i>	According to the Rowntree Foundation financial stress can lead to lower school attendance and engagement. Providing affordable uniforms helps alleviate this stress and leads to better attendance and focus in school.	6
<i>Review extra-curricular offer for pupil premium and identify gaps and opportunities for new clubs. Establish new clubs and activities which cater to the needs and interests of children who are pupil premium.</i>	EEF- pupils who participate in extra-curricular activities see improvements with academic performance, on average pupils make an additional four months progress over an academic year in comparison to those who do not. EEF- importance of non-cognitive skills developed through extra-curricular activities, such as teamwork, resilience and communication.	1,2
<i>Mental health and wellbeing workshops for pupils and parents.</i>	A study by the National Institute for Health and Care Excellence (NICE) found that interventions focusing on social and emotional wellbeing in primary education can improve mental health outcomes, particularly for disadvantaged pupils.	2

Total budgeted cost: £ 94,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil progress meetings took place across the 2023-2024 academic year and progress of pupil premium children was discussed and monitored.

End of KS2 attainment for Pupil Premium (12 chn)

Maths (Sherard)- 17% Below, 25% WTS, 50% EXS, 8% GD

National- 61%

Reading (Sherard) 17% Below, 33% WTS, 8% EXS, 42% GD

National- -59%

Writing (Sherard) - 17% Below, 42% WTS, 33% EXS, 8% GD

National- 56%

End of KS1 attainment for Pupil Premium (4 chn)

Reading (Sherard)- 25% Below, 25% WTS, 50% EXS

National- 54%

Writing (Sherard) – 25% Below, 50% WTS, 25% EXS

National- 43%

Maths (Sherard)- 25% Below, 25% WTS, 50% EXS

National- 52%

For additional information of outcomes for disadvantaged pupils and the impact of the previous academic year's strategy- please see Impact statement 2023-2024.

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
Top Triangle Reading Intervention	Specialist Teaching service Leicestershire
Emotional Literacy Support Assistant Intervention	ELSA training – trained member of staff
Educational Psychologists	Psychology 360

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>Included in pupil premium impact statement</p> <p>ELSA</p> <p>Uniform provided</p> <p>Interventions for service children – details included in the impact statement</p> <p>Behaviour tracking system</p> <p>Interventions to support attendance and punctuality.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>See impact statement</p> <p>Improved low level behaviour</p> <p>64% of children working at expected standard for reading following reading intervention</p> <p>Service children have good attendance</p>