

# 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.

## School overview

Detail	Data
School name	Sherard Primary School
Number of pupils in school	379 (Includes 33 place specialist provision)
Proportion (%) of pupil premium eligible pupils	54 children 14% of school based (including pre-school)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helena Blumfield
Pupil premium lead	Helena Blumfield/Jess Walter/Rach Pooler
Governor / Trustee lead	Linda Arnold (link Trustee for Sherard)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery Premium Funding Allocation	£17,088
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	£ 101,478

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

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>Special Educational Needs</p> <p>31% of all pupil premium children also have special educational needs</p> <p>29% have Education and Healthcare Plans.</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	<p>Continued Impact which COVID-19 and school closures has had on some of these children means that the attainment gap has widened, and many children now need high quality interventions and teaching to close the gaps.</p>
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	Low level behaviour was a challenge across the school and consistency of behaviour

## 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>Release time for staff and curriculum leaders to access CPD and coaching sessions.</p> <p>Release time for subject leaders and SLT to monitor and implement best practice.</p> <p>Regular opportunities for support staff to access paid training to develop strategies for supporting pupil premium children.</p> <p>Regular pupil progress meetings with teachers to ensure pupil premium</p>

	children are making expected or above progress.
Improve readiness to learn, progress and attainment of pupil premium children by ensuring high quality behaviour management across the school.	<p>Continue to implement behaviour culture throughout the school.</p> <p>Access to Emotional Literacy Support Assistants for children with challenging behaviour.</p> <p>Pastoral Lead to work with children and families</p> <p>Additional support at lunchtimes to support children during unstructured times. Additional lunchtime clubs.</p> <p>Specific staff CPD for de-escalation and behaviour training for high level behaviour.</p> <p>Use systems to analyse patterns and trends in behaviour.</p> <p>Track It Light system implemented within the specialist provision and SIMS to be utilised within mainstream.</p>
To improve attainment and progress for pupil premium children in reading.	<p>Delivery and implementation of specific reading interventions and high-quality reading sessions.</p> <p>Specific reading interventions to be implemented within KS1.</p> <p>Instil 'a love of literature' in children through reading sessions with parents and a wide range of literature available in school.</p> <p>Specific reading interventions for children with SEND in collaboration with the local authorities' specialist teaching service.</p>
To improve attainment and progress for pupil premium children through the implementation of high-quality intervention to close gaps in attainment.	<p>75% for maths meeting expected standard or more.</p> <p>60% meeting expected standard or more for writing.</p> <p>8% achieving above expected for maths and reading.</p> <p>Use cover supervisors to release teachers for specific intervention teaching.</p> <p>Specifically targeting reading and writing progress and attainment and ensuring children become fluent readers.</p>
To continue to improve children's emotional, social health and wellbeing and support families of pupil premium and SEND children to overcome barriers	Provide support for parents for children attending trips and accessing

<p>which they may face due to socio-economic status.</p>	<p>experiences in both specialist provision and mainstream.</p> <p>Discounted rate for residentials for children who are pupil premium.</p> <p>Provide support for siblings of children with special needs and pupil premium children.</p> <p>Implement specific interventions through Emotional Literacy Support Assistants in school for children with social, emotional and mental health needs.</p> <p>Trauma Informed Practitioner interventions (Trust Practitioner)</p> <p>Commission Educational Psychologist to provide support for children with SEND.</p> <p>Continue to provide uniform and resources for children who are pupil premium.</p>
<p>To improve attendance and punctuality of pupil premium children.</p>	<p>Attendance of PP pupils is 96% or more.</p> <p>Fund breakfast club spaces where necessary on a case-by-case basis.</p> <p>Fund uniform where necessary on a case-by-case basis.</p> <p>Work closely with the inclusion team and local authority inclusion support for any children who are anxious about coming to school and who may become school refusers.</p>

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cost of 3 cover supervisors for release time.</i> <i>Purchase of resources to complete monitoring.</i> <i>Cost of CPD- National College</i>	EEF: use of scaffolding, explicit instruction, cognitive and metacognitive strategies EEF report metacognition and self-regulation findings	2, 4
<i>Training for LSA's to implement interventions</i>	National College CPD Specialist Teaching Service Autism Outreach service training EEF- best use of teaching assistants' guidance. Ensuring LSA's have access to CPD and training prior to delivering interventions	2, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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</i>	Follows main principles of well-founded intervention, multi-sensory approach EEF guidance to high quality interventions  Research Evidence on reading for pleasure DFE (2012)	4, 5

<i>range of literature available in school.</i>		
<i>Purchase of additional literature for school</i>	Access to books research (Anne McGill Franzen and Richard Allington, 2009) Additional books purchased for No Outsiders book collection and teaching protected characteristics	4,5
<i>Cost of cover supervisors to release teachers to deliver high quality intervention</i>	EEF guidance for interventions and making best use of teaching assistants' guidance.	2
<i>Commissioning of educational psychologist assessments to support SEND and pupil premium children</i>	Educational Psychologist reports produced following assessments Application for EHCP's	1,2

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

Budgeted cost: £30,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Behaviour resources to implement behaviour culture and training for all staff.</i>	Team Teach approach training	6
<i>Emotional Literacy Support Assistants intervention and training costs.</i>	ELSA Evaluation reports and research Education Endowment Foundation ELSA School case study EEF teaching and learning toolkit	6,1,5
<i>Funding of uniform</i>	Sense of identity, belonging and to prepare children for the wider world. Ensure focus is on learning. Exemplary Leadership Program- as part of behaviour culture	3, 6
<i>Funding of breakfast and action club places.</i>	EEF research and research from the Institute for Fiscal Studies which found strong improvements in reading, writing and maths for children who accessed breakfast clubs.	3,6

**Total budgeted cost: £95,000**