

Pupil premium strategy statement – Sheriffhales Primary School 2022-23

This statement details our school's use of pupil premium (and recovery 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	86 (Autumn 22 census)
Proportion (%) of pupil premium eligible pupils	10 (8.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year (due to fluctuations in pupil numbers between years)
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	
Pupil premium lead	Justine Keeling-Paglia (Acting headteacher)
Governor / Trustee lead	Sally Lill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,960
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£15,960

Part A: Pupil premium strategy plan

Statement of intent

At Sheriffhales Primary School, we value and nurture each individual, and aim to ensure that all children reach their full potential. Our pupils in receipt of Pupil Premium face particular barriers in reaching their full potential; we are determined and committed to provide the necessary support and opportunities that these pupils require to overcome them. Following feedback from children, parents and staff we have identified that self-esteem and anxiety are barriers to progress. We believe by developing each child's 'inner strength' we can give them a feeling of success, raise ambition and subsequently increase motivation. The Pupil Premium funding that the school receives will be used effectively to implement the necessary support and provision to support identified 'disadvantaged' pupils to facilitate pupil's access to education, access to a rich and varied curriculum, including extra-curricular activities, and access to specific interventions, outlined within this Pupil Premium Strategy Plan. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs. Given the size of our school and the uncertain financial future as a result of the pandemic it is not possible to determine funding for children as part of an accurate three-year plan.

Challenges

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

Challenge number	Detail of challenge
1	Children have low self esteem and do not have aspirations and positive role models.
2	Risk of pupils in receipt of pupil premium making less than expected progress than their peers with similar starting points, especially in Writing.
3	Parental engagement to promote positive attitudes towards learning.
4	Emotional vulnerability / anxiety of children in receipt of pupil premium
5	Additional costs limits access to extra-curricular opportunities e.g. clubs, music tuition, etc.
6	Children in receipt of pupil premium attend school regularly and on time

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
Children are aware of their strengths, abilities and interests and have an understanding of how these can be used in the future.	Children have ambitions and are motivated and more resilient to reach their goals.
Children in receipt of pupil premium achieve their expected target in line with their peers with similar starting points especially in Writing.	Children make expected or better than expected progress in reading, writing and mathematics (there may be exceptions for children with extreme SEND)
Parents are actively engaged in their child's learning and promote a positive attitude towards education.	Parental communication is effective, especially during any isolation periods. Parents attend parents' evenings. Parents support homework. Pupil attendance is in-line with peers.
Pupils emotional and mental health needs are met and receive the necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.
All pupils have access and equal opportunities to participate in extra-curricular activity.	All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity and represent the school if they wish. All pupils attend trips. All pupils attend residential.
Pupils attend school regularly and on time.	Pupil attendance and punctuality is in line with peers.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for English Coordinator to support the reading and writing curriculum.	Sutton Trust's 2011 report revealed the effects of quality first teaching are especially significant for pupils from disadvantaged backgrounds. Research evidence on Reading for Pleasure by the DfE suggests there is a positive relationship between reading frequency, reading enjoyment and attainment. Reading enjoyment is more important for educational success than family's socio-economic status.	2
Investment in high quality writing scheme / literacy resources including library, which supports school's love of reading for life value.	Sutton Trust's 2011 report revealed the effects of quality first teaching are especially significant for pupils from disadvantaged backgrounds. Research evidence on Reading for Pleasure by the DfE suggests there is a positive relationship between reading frequency, reading enjoyment and attainment. Reading enjoyment is more important for educational success than family's socio-economic status.	2
Release time for SENDCo to assess, support and monitor children who need support from an SEND point of view.	Children need to have basic needs accounted for before they are in a position to progress academically	1,3, 4 and 6
Deploy TA to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE. TA training / cpd for speech, oracy, phonics	Use of intervention plans have always ensured that children make average or better than average progress in reading, and mathematics. Use of TAs enables higher adult to pupil ratios within classes to support teaching and learning.	1 and 4
Use of Times Table Rock Stars.	Has worked well for the last 2 years and is also supported by evidence from Education Endowment Foundation (EEF). Effective use and	1 and 3

	outcomes of TTRS reported by other schools.	
Cpd investment in outdoor learning and resources	EEF research suggests:Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1 2 3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
121 and small group TA led provision based on teacher directed activities following half termly progress review	Some children would benefit from targeted support to catch up and 'close the gap'. This has worked well in addressing gaps in previous years and is supported by evidence from other schools.	1
Ensure children have access to trained Emotional Literacy / Pastoral Support Assistant.	Third Space Learning places importance of improving children's interaction and management of emotions to support pupils	1
Funded individual music lessons.	EEF research notes that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	5

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
No charge for children in receipt of pupil premium for Breakfast Club and Extracurricular activities.	EEF research indicates improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners. Widespread evidence on positive impact on self-esteem. EEF also suggest that extended school time encompasses purposeful changes to the school day.	1, 3, 4, 5 and 6
Targeted intervention for the children who struggle to regulate emotions, work with others and have a lack of resilience. Targeted, trained support for those with anxiety	Use of Alternative provision to enable 'coaching' of children to emotionally regulate. Mentoring of children from positive role models and team building exercises. Support from targeted intervention from trained staff for managing anxiety.	4, 5 and 6
Attendance focus is a key area for school development post Covid (lowered attendance but in line with nat av): attendance officer, meeting with EWO, school early help, phone calls home.	DFE highlight 'The foundation of securing good attendance is that school is a clam, supportive environment where all pupils are keen and ready to learn.' Working together to improve good attendance (publishing.service.gov.uk) highlights this.	6
Cultural capital enrichment trips funded. Residential trips offering extended to other year groups and funded for disadvantaged children.	EEF and RAS (Royal Art Society) believe that cultural learning can reduce barriers to attainment by developing a range of noncognitive skills (e.g. motivation, self-efficacy, social competence, creativity).	5

Total budgeted cost: £ 15000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All disadvantaged pupils participated in at least one extra-curricular activity during the academic year, including sport and dance.

In the spring term 100% of disadvantaged pupils in year 6 were taking part in additional learning programmes.

Most disadvantaged pupils were taking part in an after school activity and /or breakfast club each term.

All children in Key Stage 2 represented the school in a sporting event or competition and all disadvantaged children represented at least twice.

We are raising aspirations and cultural capital by having visitors in from diverse backgrounds, religions and professions.

All pupils had access to pastoral support.

All pupils experienced cultural trips including STEM, the arts, outdoor adventure.

60% of disadvantaged pupils took part in peripatetic music lessons.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Pupil premium children catch up tutoring	QTS supply agency

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The children in receipt of service pupil premium funding are included in the strategies to support all disadvantaged pupils. They did not need to pay for any educational visits / trips last year.
The impact of that spending on service pupil premium eligible pupils
The impact of intervention is also indicated in the overall analysis of the performance of all pupils within this group.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.