Pupil premium strategy statement – Sheriffhales Primary School 2024/25

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	91
Proportion (%) of pupil premium eligible pupils	9 (10%)
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)**	1 year (due to fluctuations in NOR between years)
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	
Pupil premium lead	Justine Keeling-Paglia (Headteacher)
Governor / Trustee lead	Sara Cannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,160
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	
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*	£19,160

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	Many pupil premium children have low self-esteem and lack aspirations and positive role models
2	Children in receipt of pupil premium have lower levels of attendance
3	Parental engagement for children in receipt of pupil premium tends to be low
4	Pupil premium children can show elevated levels of anxiety / vulnerability
5	Pupil premium children can have limited access to extra-curricular activities due to cost, eg clubs, music tuition, breakfast club

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	Children make expected or better than expected progress in reading, writing and

with similar starting points, especially in writing	maths (there may be some 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 and open adays. Parents support homework, particularly daily reading.
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 residentials.
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: *£5000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for English Coordinators 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	Sutton Trust's 2011 report revealed the effects of quality first teaching	2

scheme / literacy resources including library, which supports school's love of reading for life value.	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.	
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 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 4
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 noncognitive skills such as resilience, self-confidence and motivation.	1 3

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

Budgeted cost: £ *8000*

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
Funded whole school music extra-curricular	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: £ *6000*

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 6
Targeted intervention for the children who	Use of Alternative provision to enable 'coaching' of children to	4 5 6

struggle to regulate emotions, work with others and have a lack of resilience. Targeted, trained support for those with anxiety	emotionally regulate. Mentoring of children from positive role models and team building exercises. Support from targeted intervention from trained staff for managing anxiety	
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: £ *20000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *All disadvantaged pupils participated in at least two extra-curricular activities during the school year, including sport and music*
- *100% of disadvantaged pupils in year 6 take part in additional learning programmes*
- *100% of disadvantaged pupils in KS1 take part in additional learning programmes*
- *All disadvantaged pupils, where absence was not a factor, made at least expected progress*
- *The school achieved at least the same as (or above) local and national averages in reading, writing and maths.*
- *Most disadvantaged pupils take part in an after school activity and / or breakfast club each term*
- *All children in KS2 represented the school in a sporting and or / music event or competition and all disadvantaged children represented at least twice.*
- *70% of disadvantaged pupils took part in peripatetic music lessons*
- *We are raising aspirations and cultural capital by having visitors/ trips / events from diverse backgrounds, religions, diverse groups and professions.*
- *Information from summative and formative assessments the school has shown significant benefits for PP children in targeted support.*
- *All pupils have access to a broad and rich programme of cultural trips and events and outdoor adventure in LKS2 and UKS2*
- *All pupils have access to trained and expert pastoral support.*
- *School data and observations are used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing, through frequent liaison with the appropriate agencies*

  We have identified a group of pupils for whom attendance is a barrier to success and we are focused on supporting these children into school.

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
After school club	Sportsforschool
Breakfast club	school

Residential adventure	Bryntisilio Outdoor Centre
Music lessons and performances	Loudhall Music

Service pupil premium funding (optional)

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**
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.