

# 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	Sheering C of E Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Lorna Brittain Headteacher
Pupil premium lead	Lorna Brittain
Governor / Trustee lead	Jane Potter

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,799
Recovery premium funding allocation this academic year	£0
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	£39,799

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Sheering school 'Everyone Matters' and it is our promise that every child, irrespective of their background or the challenges they face, will have the opportunity to access the curriculum fully and make good progress across all subject areas. The main focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

Although we will consider the challenges faced by our vulnerable pupils, such as those who have a social worker or other family circumstances, the activity we have outlined in this statement is intended to support all of our children, regardless of whether they are disadvantaged or not.

Therefore, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is based on research through 'Addressing Educational Disadvantage' (Mark Rowland) and supported through the Harlow Education Trust. Robust diagnostic assessment is at the foundation of each child's learning journey and the approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils have the same opportunities as all children in order to fully access the curriculum e.g. IT equipment and attending extra curricular activities
- closely monitor progress and intervene quickly when need is identified.

## Challenges

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

Challenge number	Detail of challenge
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1	We have noticed a rise in the emotional support that our children need since covid. The children have lost their resilience and ability to bounce back from adversity as they have done in the past. This has resulted in a resistance in taking a risk with their learning and trying new things. Some children need a lot of emotional support at the beginning of the day and when there are perceived challenges through the day.
2	48% of our PP children are persistent absentees, mainly due to term time holidays. Sickness and attitudes to attending school are also a factor as the demographic of our school is changing. Strategies are planned to achieve greater engagement with school.
3	There has been a decline in parental support across the school for homework and engagement in reading in particular. Our data has indicated that, where the children are reading at home, the progress is much stronger but while this is a school-wide challenge, our disadvantaged children are being impacted more in terms of their outcomes.

## 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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>a significant reduction in incidents involving angry outbursts and fixed term exclusions.</li> </ul>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
A greater percentage of disadvantaged pupils reaching greater depth in maths and reading.	KS2 reading and maths outcomes in 2024/25 show that more than 20% of disadvantaged pupils achieved greater depth in maths and reading.
Attendance and lateness is greatly improved meaning that learning time is not lost and lateness is not impacting on the learning of others'.	We are meeting the attendance target of 95%+ for all pupil groups.

## 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: £28,925.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of experienced Year 5/6 teacher to support the high level of SEND need within the class. Teacher recruited from a teacher agency after a long recruitment process looking for the right person. Cost: £13,650	56% of the class identified as either SEND, EAL or behavioural/emotional needing additional support.	1, 2 & 3
Recruitment and retention of experienced LSAs to support in many areas of the school including working one-to-one, supporting behavioural needs, working with SEND children and supporting with PPA cover: £14,643.62	A reduction in staffing numbers and an increase in the type of support needed for our children.	1, 2 & 3
RISE training – CPD for all staff delivered through an Inset day (September 2023) £252 Whole school License £228 training costs	Reasons for persistent absence were linked to anxiety and low self-esteem which resulted in difficulties in engaging with their learning and an escalation in challenging behaviour.	1.
Additional hours for engagement with families of children with poor attendance where parents are given a monitoring phone call every week. Additional hours: £152	The monitoring phone calls were a way of asking parents how we can support them in getting their children to school.	2.

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

Budgeted cost: £2,201.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training needs for staff in the purchase of our Little Wandle books for yr 2 +; £228 Little Wandle Books: £1973.56	A higher percentage of our Pupil Premium children are persistent absentees compared to all children. This may be a contributing factor to the underperformance in reading of these children.	3

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

Budgeted cost: £5,221.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
PGL: Pupil Premium families supported financially with the cost: £283.11	Financial support allowed children to take part in this valuable experience.	2. Engagement with school.
Clubs: Additional cost of school staff running clubs before and after school (Reading Club, Art Club & Gym Trail) £3,959.55	Children have represented the school in sporting events after taking part in school clubs and gaining confidence in their sporting ability and their reading.	2. Engagement with school.
Purchase of books to support our Equality scheme to make sure all children feel represented and included in our school community: £979	Pupil voice interviews have indicated how important it is for the children to feel included and valued in this way in our school community.	3. Reading

**Total budgeted cost: £36,348.84**

## 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 2023 to 2024 academic year.

Data indicates that the reading gap closed slightly in 2023-24 between pupil premium and non-pupil premium children. The average point score for reading and maths for all children was 101.6 and for pupil premium children the average point score was 103.3. In reading, our higher achiever pupil premium children achieved as well as non-pupil premium where 100% of children in both groups achieved the higher standard.

20% of Year 6 PP children made expected outcomes in reading and writing and 60% in maths; 20% achieving greater depth.

Where strategies have been put in place to support a number of PP children, the impact has been positive in the reduction of fixed term exclusions and attendance has improved for those children.

Progress scores for the PP children were good in year 6. All children had access to high quality teaching in school and during remote learning. Technology allowed all children to access the learning so that the gap has not widened as much as expected.

LSAs have been upskilled in behaviour strategies, Little Wandle (phonics and early reading) and precision teaching.

Attendance for pupil premium children was 91% in 2022-23; this rose to 93.32% in 2023-24. Engagement with families regarding attendance has greatly improved and the rate of our pupils who are persistent absentees has dropped from 48% of pupil (2023) premium pupils to 26% by the end of 2024.

The funded use of before school and after school clubs made significant difference to the attendance and punctuality of 4 PP children. Early morning groups in year 6 gave some PP children the opportunity for small group directed activity to meet individual need.

### 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*

<b>Programme</b>	<b>Provider</b>
Spelling Shed	EDSHED
Times Table Rockstars	TT Rockstars
Numbots	TT Rockstars

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

The targets in our Pupil Premium strategy will also form part of our wider 'Everyone Matters Strategy'. Alongside our Equality Scheme and Behaviour policy, these three elements aim to encourage greater engagement with parents and our local community to help the children attend school regularly, to behaviour well and to make good progress with their work with support from our school community.

Training attended by the headteacher (Mental Health Lead and Level 2 Counselling) will further strengthen our Everyone Matters strategy.