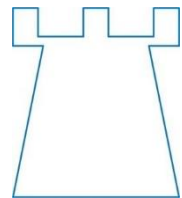


Pupil Premium Strategy

SHERIFF HUTTON PRIMARY SCHOOL



Pupil premium strategy statement – Sheriff Hutton Primary School

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	106
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2025/2026
Date this statement was published	Dec 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Bev Stell, Headteacher
Pupil premium lead	Bev Stell, Headteacher
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,900
Recovery premium funding allocation this academic year	£ 2138.75 £ 2605.50 (School Tutoring)
Pupil premium (and recovery premium) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 30,644.25

Part A: Pupil premium strategy plan

Statement of intent

At Sheriff Hutton Primary School, we believe every child deserves the chance reach their full potential and be afforded the opportunity to feel safe and happy both at school and at home. We believe in providing equal life chances for all of the children in our care, whatever their starting points. Our intent is that all disadvantaged children will make good or accelerated progress across our school.

We believe strongly in the principles of quality first teaching. Through excellent and flexible classroom based practise, we target our focus upon creating confident and resilient learners, who have equal life chances to their peers. Those pupils in receipt of pupil premium funding are more likely to face obstacles and barriers in achieving their goals. The application of this funding is about removing these obstacles and providing quality first teaching that results in positive pupil outcomes.

The school's ongoing recovery programme is focused as much on emotional need/support as it is on academic progress, this benefits all pupils in the school as we continue to deal with the ramifications of the pandemic.

Positive engagement with families and the community has always been at the heart of our thinking, including supporting our most vulnerable learners through the recent challenging times.

We believe in maximising the use of the pupil premium grant by embedding a long-term strategy aligned to the School Development Plan, resulting in wider school improvements and increased readiness to learn. This enables our children to grow, equipping them with skills to prepare them for the next stage in their education.

Overcoming barriers to learning is at the heart of our funding use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

We recognise that reinstating high attendance rates post pandemic are vital to a child's success. To ensure that our children make the necessary progress, we carefully consider challenge; we assess and monitor individuals; we target children with timely intervention and we are flexible in our approach. All staff in our school are responsible for having high expectations for our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge						
1	<p>Whole school data has highlighted a varying gap between the attainment of disadvantaged and non- disadvantaged learners for reading, writing and maths.</p> <table border="0"> <tr> <td><u>2020-2021</u> Reading 27%</td> <td><u>2021-2022</u> Reading 10%</td> </tr> <tr> <td>Writing 21%</td> <td>Writing 26%</td> </tr> <tr> <td>Maths 40%</td> <td>Maths 16%</td> </tr> </table> <p>The current cohorts have missed considerable periods of quality first teaching and learning in school. The progress gap between disadvantaged and non-disadvantaged children has varied, this is in line with national evidence acknowledging the impact of the pandemic.</p>	<u>2020-2021</u> Reading 27%	<u>2021-2022</u> Reading 10%	Writing 21%	Writing 26%	Maths 40%	Maths 16%
<u>2020-2021</u> Reading 27%	<u>2021-2022</u> Reading 10%						
Writing 21%	Writing 26%						
Maths 40%	Maths 16%						
2	<p>Attendance monitoring closely tracks the gap between disadvantaged and non-disadvantaged pupils. The gap was just 0.6% last year (FSM 94.2%, Non FSM 94.8%). We have identified a recent widening of this gap, 4.6% (YTD) as things settle after the disruption during the pandemic. We expect attendance to be at least 95% with an aspiration of 100% as we know the negative effects of being absent from school.</p> <p>45% of persistent absentees are eligible for FSM.</p>						
3	<p>Teacher assessments in EYFS and KS1 show that phonics and early reading for disadvantaged pupils has been impacted by the pandemic. Some are starting from a lower baseline with respect to language skills and this is negatively impacting their development as readers and their level of achievement.</p>						

4	Tracking has identified that disadvantaged children are less likely to access enrichment activities such as extra-curricular opportunities and wider cultural experiences. This may be due to economic challenges faced by some families.
5	Staff have noted an increase in social and emotional difficulties for some of our disadvantaged pupils, in particular those identified as LAC. Reduced interactions with their peers throughout the pandemic has negatively impacted on their well-being. Children and families have missed access to our in-school and wider support networks.

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
No gap between disadvantaged and non-disadvantaged attainment across school in Reading, writing and Maths. Data outcomes will be taken from end of Key Stage assessments.	<ul style="list-style-type: none"> * The gap between disadvantaged and non-disadvantaged reducing. * Target: 2023 Reading (10%) Writing (10%) Maths (10%) * Target: 2024 Reading (5%) Writing (5%) Maths (5%) * In 2025/26, the gap between disadvantaged and non-disadvantaged will have closed.
Disadvantaged learners attend school regularly.	<ul style="list-style-type: none"> * The attendance for disadvantaged pupils will improve to be above 97% and the gap with non-disadvantaged pupils will close to less than 1%. * High levels of attendance will be sustained.
Improved outcomes for phonics and early reading among disadvantaged readers.	<ul style="list-style-type: none"> * A sustained reading culture will ensure all pupils read regularly and develop 'a love of books' and are able to positively articulate this – spoken communication. * Opportunities for oracy across the school supports a language rich environment. * The gap between disadvantaged pupils and non-disadvantaged pupils in phonics check is reducing. In 2020 the gap was 25%, there were no disadvantaged pupils in Year 1 in 2021.
Disadvantaged pupils have the same opportunities for enrichment outside of the curriculum as non-disadvantaged pupils.	<ul style="list-style-type: none"> * Pupils will engage with enrichment activities. * Teacher observations, pupil voice and parents survey will show improved wellbeing.
Improved wellbeing for all disadvantaged learners.	<ul style="list-style-type: none"> * Disadvantaged pupils access the same life chances as their academic peers which will raise their self-esteem, confidence and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.

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

Budgeted cost: £ 3,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the SSP Little Wandle and interventions to secure stronger phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Purchase Accelerated Reader to support the development of reading throughout school. Identification of those children who are not reaching ARE. Monitoring of reading progress and impact of interventions.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1

Targeted academic support

Budgeted cost: £15,400, plus tutoring £2,605.50 and recovery £2,138.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (www.educationendowmentfoundation.org.uk) And in small groups:	1

<p>those who are high attainers. TAs/teachers to lead the school led tutoring sessions (ratio of 1:3) Some of the Recovery Premium will be used to fund the cost.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Little Wandle, additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Daily and rapid catch up sessions as required. CPD for TAs, in particular the SATA role. Additional phonics resources.</p>	<p>Little Wandle SSP Rapid Catch Up programme for those children in Year 2 and above states: Reading framework (2021) makes it clear why this is so important: <i>'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'</i></p>	3
<p>The TA (hours) to provide targeted academic support. Target pupils make good progress and begin to close the attainment gap. Time given to all pupil premium children either individually or in small groups. Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard. Additional support to help narrow the gap in Y1–Y6, through use of SHINE interventions. Put in support to close gaps in learning and knowledge as a result of missed schooling (COVID) Track progress and the impact of interventions closely through meetings. SEND lead to meet regularly with teachers to review provision and impact. (PP & SEND.) Progress of children will be tracked closely in year groups through meetings which will inform interventions and enable gaps in learning to be identified.</p>	<p>'Some pupils may require additional support alongside high- quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 3, 5

The continued employment of TAs to provide targeted social and emotional support in EYFS, KS1 and KS2.	'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'. https://educationendowmentfoundation.org.uk/support-for-45678schools/school-planning-support/2-targeted-academic-support	5
Communication and language interventions, supported by trained TAs. 'Socially speaking' sessions led by TaA	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3

Wider strategies

Budgeted cost: £7,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practise set out in the DFE's Improving School Attendance advice. Improve persistent absenteeism rates for pupils through targeted family support.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Whole staff training to ensure staff have the knowledge and understanding to be able to support all children, including those disadvantaged pupils with their social and emotional needs. The SEMH support is being accessed by children when appropriate in school. Children's personal, social and emotional development is supported, as well as their communication and language skills. Teachers and TAs are able to use the BOXALL profile to check on the emotional and social development of	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions	1, 2, 3, 4, 5

individuals and groups of children (led by JB – SEND lead).		
Improve communication and regular support for families of disadvantaged pupils.	Evidence shows us that strong and purposeful triangulation between parents/carers, teachers and pupils promote improved performance for children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4, 5

Total budgeted cost: £31,289.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil outcomes from the end of KS2 in 2021/22, showed a gap between the attainment for our disadvantaged pupils compared to our non-disadvantaged pupils. No data was published in 2020 so there is no comparison to the previous year.

In 2022 attainment:

Reading	Disadvantaged pupils achieving ARE 50% (2/4)
	Non-disadvantaged pupils 83% (10/12)
Writing	Disadvantaged pupils achieving ARE 75% (3/4)
	Non-disadvantaged pupils 83% (10/12)
Maths	Disadvantaged pupils achieving ARE 50% (2/4)
	Non-disadvantaged pupils 67% (8/12)

Progress gains for our disadvantaged pupils remain positive, although there continues to be a gap in most subjects.

Pupil Premium	Reading 0.04	Writing 5.26	Maths 0.67
Non Pupil Premium	Reading 1.66	Writing 1.77	Maths 1.22

Although school remained open throughout the year and there was no significant disruption to teaching and learning during 2021-2022, we are still seeing the effects of the pandemic within the classroom. Our curriculum is still moving at a slightly slower and more reflective pace, with a clear focus upon key facts and the retrieval of previously learnt material. Pupil premium funded interventions and additional support has sustained improving outcomes for our children. Staff have been diligent in planning a series of lessons across all curriculum subjects that meet the needs of the individual children within their class. Short and timely interventions have ensured all children have access to our curriculum, while ensuring they keep up, not catch up on the key knowledge and skills they need to progress in core subjects. Groupings for intervention are flexible and reflect the needs of the learners.

All staff embarked upon in depth training to improve standards in phonics and early reading. All teachers and TAs completed the online training Little Wandle – a DfE approved systematic phonics scheme. Where needed, additional training was given to ensure high and consistent standards in teaching. The approach is used across school starting in EYFS. Shared delivery, language and resources have ensured consistency towards achieving better outcomes for all pupils. We have continued with Mastery approach in teaching mathematics, buying into the White Rose schemes of work 3.0. This is supporting staff in providing small steps in learning key concepts.

The use of the Shine interventions, based on information gained from diagnostic assessment, has enabled the timely interventions to be clear and focussed on the children's individual needs.

School-led tutoring had a positive impact on children's attainment, with 75% of those children accessing this intervention making at least expected progress in reading and 100% in writing.

Children's mental health and wellbeing is still a focus for the school. The negative impact due to disruption during the pandemic upon our disadvantaged pupils is still evident. Pastoral interventions have been provided for those disadvantaged individuals and access to wider supportive networks, such as the Sleep Clinic and Early Help, has shown benefits.

Attendance continues to be a focus for the whole school as non-disadvantaged sits at 96.7% (Dec '22). This figure is below our target of 97%. Disadvantaged attendance is sitting lower at 91.8%. Covid-19 has reinforced some bad habits in terms of attendance, with families taking holidays in term time and lowering the value of school attendance in some cases. The first step taken has been discussions with families through triangulation meetings and attendance letters. This is a priority for the whole school in 2022-23, 4% of our school roll in December 2022 (24% of pupil premium) identify as Gypsy Roma.

Externally provided programmes

Programme	Provider
Systematic synthetic phonics training	Little Wandle SSP

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We did not receive any funding for service pupil premium in 2021-2022, however a family started our school in September 2022, a parent was enlisted in the Armed Forces at that time. Time arranged with TA to support building positive relationships in school, social and emotional wellbeing.
The impact of that spending on service pupil premium eligible pupils
Communication channels regarding changes at home opened, making it easier to meet the needs of the children.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium or recovery premium.

This will include:

- * Termly pupil progress meetings between the headteacher, SEN leader and teacher to put the spotlight on progress and achievement for our most disadvantaged pupils.
- * Termly triangulation meetings with parents/carers, teachers and disadvantaged pupils to focus on areas key to their progress. Additional support provided for those in need.
- * A continuing focus in training and monitoring upon quality first teaching to target and support disadvantaged learners
- * The enhancement of a high-quality pupil offer for disadvantaged pupils, including extra-curricular activities, clubs, school visits and residential visits to help pupils build life skills, resilience, confidence, while improving physical fitness and socialisation.