



Sherburn Primary Pupil Premium Strategy Statement 2021-22



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sherburn Primary
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	38% (20.8% National)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	15.12.21
Date on which it will be reviewed	15.12.22
Statement authorised by	S. Cornforth
Pupil premium lead	L. Gunn
Governor / Trustee lead	B. Kellett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,700
Recovery premium funding allocation this academic year	£9,425
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	£90,125

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to provide what is needed for our children from disadvantaged backgrounds to have enriched experiences, make good progress in reading, writing and maths and thus improve attainment.

We intend:

- to close the attainment gap between disadvantaged children and their peers*
- to use an evidence-based approach to the strategies we use to support disadvantaged children*
- to prioritise quality-first teaching as our most important lever to improve outcomes for disadvantaged pupils*
- to support disadvantaged learners at all levels of attainment*
- to plan and implement support through a tiered approach of teaching, targeted academic support and wider strategies.*

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language and communication skills
2	Impact of school closures during COVID 19
3	SEMH of pupils
4	Home support/engagement
5	Absence and punctuality
6	Low engagement in reading
7	Limited access to wider cultural experiences

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
1. Enriched language and vocabulary development	Reduced attainment gap in GLD at the end of EYFS
2. Reduced impact of school closures due to Covid19 on attainment and progress of core subjects	Disadvantaged children perform in line with national others in KS2 SATS, despite lockdown periods
3. Improved emotional well-being and positive behaviour of pupils post Covid-19	<ul style="list-style-type: none"> - Children demonstrate increased resilience - Reduction in negative incidents from those children who are receiving emotional well-being interventions
4. Increased home support and parental engagement	<ul style="list-style-type: none"> - Communication with parents and carers of disadvantaged children is positive and regular - Parents indicate there are strong links between home and school when surveyed
5. Reduced absence (including those deemed to be persistent absentees) and lateness	<ul style="list-style-type: none"> - Attendance and punctuality for disadvantaged pupils improves - Overall attendance of disadvantaged pupils is in line with NA - Gap between attendance for disadvantaged v others is maintained or reduced. - PA remains broadly in line with NA. Gap between disadvantaged and others closes
6. Reduced gap in early reading and phonics between disadvantaged pupils and others in reading	<ul style="list-style-type: none"> - Maintain or reduce current attainment gap in phonics screen check - Maintain current performance of disadvantaged pupils in line with 'others' nationally in KS1 reading SATS
7. Disadvantaged pupils access a broad range of enrichment activities	Disadvantaged pupils access the same life chances as their academic peers. Improved attainment as pp pupils apply these first hand experiences and skills to 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine the whole school curriculum with a focus on vocabulary acquisition.	EEF KS1 Reading Guidance-Strand Closing the Vocab Gap-Alex Quigley	1
Implementation of whole school approach to metacognitive strategies e.g. frequent low stakes quizzing.	EEF Metacognition and Self-Regulated Learning guidance Low stakes quizzing is a powerful way of checking progress and helping pupils to build on prior attainment and effectively close gaps in their learning.	2
Whole-class reading underpinned by clearly defined formative assessment practices.	EEF KS1 & KS2 Improving Literacy program EEF Formative Assessment guidance	2
Training & implementation of a structured guided writing process.	EEF KS1 & KS2 improving literacy program	2
Continued use of a structured spelling program to address gaps and with frequent revisits to previous year group content.	EEF KS1 & KS2 Improving Literacy program	2
Diagnostic assessment strategies to identify gaps in children's knowledge and understanding.	EEF Diagnostic Assessment - Evidence insights	2
Continued use of Accelerated Reader independent reading programme.	EEF toolkit-AR Evaluation	2
Phonics development – at least three yearly training sessions.	EEF KS1 Reading guidance-Strand	6
Online CPD staff subscription.		

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

Budgeted cost: £56,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, small group interventions throughout the school, delivered by HLTA's, in reading/writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	2
1:1 daily reading/phonics tutoring	Government Reading Guidance 2021	6
Implementation of Oral language programmes/ NELI program in EYFS	EEF Research toolkit KS1 Literacy guidance. Closing the vocab gap- Alex Quigley	1
Small group tuition using the National Tutor Programme	EEF Toolkit 2021 suggests that small group tuition has +4 months benefit and 1:1 tuition can have +5 months benefit	2

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

Budgeted cost: £ 15,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy	EEF - oral language interventions consistently show positive impact on learning. EEF – social and emotional learning improves interactions with others and self-management of emotions which impacts on attitudes to learning and social relationships in school which increases progress and attainment.	3
Talkabout emotional therapy		3
Walk to Talk (Y6) – social and emotional preparation towards transition.		3

Subsidised breakfast club access and increased staffing		5
Access to curriculum enrichment experiences visits, residential,	Department of Education - My Activity Passport guidance	7
Chill zones – reflection spaces		3
Sports/Young Leaders Award		3, 7

Total budgeted cost: £ 90,125

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2019-21

	Desired Outcome	Review
A	Pupils eligible for Pupil Premium in EYFS make better than expected progress in Communication and Language skills.	Based on 2021-21 teacher assessments 38% of disadvantaged children in EYFS were Y1 ready. Adult support and targeted interventions to be put in place in Y1.
B	Reading progress and attainment at end of KS1 accelerates so that it is at least broadly in line with non-PP pupils. Y2 phonics resits confirm that all disadvantaged pupils meet the standard.	At the end of KS1, disadvantaged pupils outperformed non-disadvantaged in reading – 78% of disadvantaged achieved the Expected Standard compared to 65% non-disadvantaged. 100% (2 pupils) passed the phonics resit.
C	Attainment of PP pupils is at least broadly in line with Non-PP pupils.	Estimated 2020-21 outcomes for pp pupils are broadly in line with Non-PP pupils. For those groups that aren't, catch up programmes are to continue.
D	Improve pupils' emotional resilience. Lesson observations and learning walks will evidence pupils' learning desire, concentration and positive behaviours.	Lesson observations/learning walks and staff feedback indicate that emotional resilience is improving. Outcome to remain to ensure this continues, particularly because of possible impact on wellbeing from pandemic.

E	<p>Pupils eligible for PP access the same life chances as their peers, resulting in raised self-esteem, confidence and academic progress.</p> <p>Through first hand experiences, pupils apply their skills to new learning across the curriculum.</p>	<p>Subsidies enabled all pupils to take part in educational visits (up to lockdown) resulting in them demonstrating increased resilience, independence and improved self-confidence. Subsidies enabled some PP pupils to attend breakfast club and after school clubs. Feedback from pupils and parents has been positive.</p>
F	<p>Improved attendance for pupils eligible for PP to at least 96%.</p> <p>Reduce the number of persistent absentees to at least in line with NA.</p>	<p>2019 attendance - PP attendance was in line with Non PP (PP 90.4 % and Non PP was 90.8%).</p> <p>Improved attendance in 2020-21 – PP 96.2% and Non PP 96.7%.</p> <p>Pupil Absence - PP 3.8% Non PP 3.3%</p> <p>Important that this outcome continues as due to lockdown, we were not fully able to address PP attendance issues.</p>
G	<p>Improved reading progress for pupils eligible for the Pupil Premium. Provide increased opportunities in school to support and enthuse a love of reading.</p>	<p>Based on teacher assessments, disadvantaged Children made good progress towards reading outcomes and received catch-up interventions to support this.</p> <p>It is important that this outcome continues as well as the catch up interventions to support this.</p>
H	<p>Increased engagement seen in lessons. Work scrutiny indicates that PP pupils have accelerated progress. A greater percentage of PP pupils will be able to complete homework successfully. Vocabulary of</p>	<p>Staff have been explicitly teaching vocabulary which has had a positive impact. Book scrutiny and learning walks indicated that pupils are fully engaged and are using a greater range of vocabulary.</p>

	PP pupils is enriched and extended.	
I	All pupils entitled to pupil premium are to be involved in the wider aspects of school life e.g. educational visits, clubs, music tuition, breakfast club.	Due to restrictions, school visits were limited. In order to supplement this, a program of virtual events were put into place to contribute to children's enrichment.