

## Sheredes Primary School and Nursery 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	Sheredes Primary
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022 Updated November 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Natalie Knight-Wickens Chair of Governors
Pupil premium lead	Mary Childs, with Del Greenfield Deputy Head
Governor / Trustee lead	Natalie Knight-Wickens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47255
Recovery premium funding allocation this academic year	£4785
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	£52040

# Part A: Pupil premium strategy plan

## Statement of intent

### Background

In 2011-12 the Government launched its Pupil Premium Funding. The Pupil Premium is allocated to schools to be used for children from low-income families who are eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. Since April 2012 Pupil Premium funding was extended to children who have been eligible for free school meals at any point in the last six years. Since 2015/2016 schools have also received funding for pupils who have left local authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. Children who have been in local authority care for one day or more (Looked-after children) also attract funding. These funds go to the virtual school head (VSH) in the local authority and schools receive funding from the VSH.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

**At Sheredes Primary we have equally high expectations for all our pupils. We therefore aim for all disadvantaged pupils to make the best possible progress and reach their full potential in all areas of their life; academically, socially and emotionally. High quality teaching is at the heart of our approach, with extra support tailored to individual needs.**

## Challenges

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

Challenge number	Detail of challenge
1	Learning difficulties and gaps in reading, writing and mathematics
2	Attention and concentration and social and emotional difficulties
3	Attendance; individual pupils

## 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
Improved oral and language skills and vocabulary across the curriculum	Assessments and observations indicate significantly improved oral language.
Improved reading attainment	Disadvantaged pupils achieve in line with their peers in the phonics screening check. Disadvantaged pupils make strong progress and as far as possible, reach or exceed age related expectations (ARE) in reading by the end of Key Stage 2.
Improved writing attainment	Disadvantaged pupils make strong progress and as far as possible reach or exceed ARE in writing by the end of Key Stage 2.
Improved mathematics attainment	Disadvantaged pupils make strong progress and as far as possible reach or exceed ARE in mathematics by the end of Key Stage 2.
Improved attention and concentration, Improved social, emotional and mental health, and sense of well-being. All pupils are able to self-regulate. Risk of sanctions and exclusions reduced.	Assessments and observations, including pupil voice reflect pupils make strong progress and participate fully in the curricular and extra-curricular life of the school.
Improved Attendance for individual pupils; attendance for all disadvantaged pupils is as high as possible.	Sustained high attendance by all disadvantaged pupils, evidenced by high overall attendance (95%)/attendance in line with non-disadvantaged 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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide effective training and development (TAD) to staff in developing reading and phonics, through release of English leaders to support colleagues, Herts. For Learning (HFL) Education adviser support, and webinars/courses	EEF guidance reports on: 'Improving Literacy in KS1' 'Preparing for Literacy' 'Improving Literacy in KS2'	1 Learning difficulties and gaps in reading, writing and mathematics
Provide effective training and development (TAD) to staff in mathematics through release of maths leaders to support colleagues, HFL adviser support, and webinars/courses	EEF guidance report on 'Effective Professional Development'	1 Learning difficulties and gaps in reading, writing and mathematics
Provide effective training and development (TAD) to staff in social, emotional and mental health through the mental health lead (Deputy Head) and external experts, for example Rivers Education Support Centre, releasing staff for TAD, as appropriate.	EEF guidance 'Social and Emotional Learning'.	2. Attention and concentration and social and emotional difficulties

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

Budgeted cost: £42040

Activity	Evidence that supports this approach	Challenge number(s) addressed
High profile in class support by teachers and teaching assistants in reading and writing in English and other subjects, and mathematics, including daily reading support for pupils in EYFS and KS1, and KS2 where needed.	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies.	1 Learning difficulties and gaps in reading, writing and mathematics
1:1 and small group tuition in reading, writing and mathematics.	EEF Teaching and Learning Toolkit, 'Small Group Tuition'	1 Learning difficulties and gaps in reading, writing and mathematics
Booster teaching in English and mathematics.	EEF Teaching and Learning Toolkit, 'Small Group Tuition'	1 Learning difficulties and gaps in reading, writing and mathematics
Devices purchased and made available for all PPG families to use for home learning (remote education and homework), as needed.	EEF Teaching and Learning Toolkit on the accessibility of Homework	1 Learning difficulties and gaps in reading, writing and mathematics

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips, school visitors and residential programme provided at reduced rate or free of charge.	EEF study on Outdoor Learning, and impacts on 'self-efficacy and motivation'	2. Attention and concentration and social and emotional difficulties
Peripatetic music tuition and extra- curricular clubs subsidised or free of charge.	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact	2. Attention and concentration and social and emotional difficulties
Provide play therapy and counselling.	EEF Social and emotional learning	2. Attention and concentration and social and emotional difficulties
Provide behaviour support.	EEF Social and emotional learning	2. Attention and concentration and social and emotional difficulties
1:1 mentoring by SENCO/class teacher to support personal development and further develop social skills.	EEF Social and emotional learning	2. Attention and concentration and social and emotional difficulties
School staff monitor and work closely with families of identified pupils to maximise attendance, involving external agencies, for example family support services, the attendance officer.	EEF Social and emotional learning	3. Attendance

**Total budgeted cost: £52040**

## 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 2021 to 2022 academic year and 2022 to 2023 academic year.

#### Impact

##### July 2022

July SATS for **Year 6** reflected **all met or exceeded the standard in reading, almost all met or exceeded the standard in mathematics, and all met or exceeded the standard in grammar, punctuation and spelling**. Teacher Assessments reflected **all were working at age related expectations, or greater depth in writing and all were working at age related expectations in science**. Pupils made good or better progress from starting points, taking into account additional needs, and were secondary school ready. July End of Foundation Stage Teacher Assessments, **Reception**, reflected **all pupil premium pupils were working at age related expectations or higher in CL, PSED, PD, reading, writing, mathematics and understanding the world**. All made good or better progress from starting points. July End of Key Stage 1 Teacher Assessments, **Year 2**, reflected **all were working at age related expectations (ARE) in science, and almost all in reading, writing and mathematics**. **All had passed the phonics check in Year 1**. All made good or better progress from starting points. July Teacher Assessments for **Year 1** reflected **almost all were working at ARE in mathematics, the majority in reading and writing and the phonics check**. Almost all made good or better progress from starting points, (all in maths), and most are on track to achieve or exceed ARE by the end of KS2. The priority is always to enable all to reach or exceed age related expectations. July Teacher Assessments for **Years 3, 4 and 5**, reflected **almost all were working at ARE or above in reading (all in Years 4 and 5), almost all in mathematics and the large majority in writing**. Almost all made good or better progress from starting points, (all in maths in Years 3 and 4, all in reading in Year 4), and most are on track to achieve or exceed ARE by the end of KS2. The priority is always to enable all to reach or exceed age related expectations. **Increased engagement with learning** (e.g. from discussions with pupil and pupil interactions during feedback and marking). **Increased self-esteem and increased ability to work as part of a team**.

##### July 2023

July SATS for **Year 6** reflected **all met or exceeded the standard in reading, grammar, punctuation and spelling and mathematics, with nearly all meeting the higher standard in reading**. Teacher Assessments reflected **all were working at age related expectations in science, and nearly all were working at age related expectations (ARE) in writing**. Pupils made good or better progress from starting points, taking into account additional needs, and were secondary school ready.

Key Stage 1 Teacher Assessments, **Year 2**, reflected **the majority were working at ARE in reading, writing and mathematics, and the large majority in science**. Taking into account additional needs, all made good or better progress from starting points in reading, almost all in writing and mathematics, and most are on track to achieve or exceed ARE by the end of KS2. The priority is always to enable all to reach or exceed age related expectations.

July Teacher Assessments for **Year 1** reflected **all met the standard in the phonics check. All were working at ARE in writing and mathematics, and all were working at ARE or above in reading**. All made good or better progress from starting points, and all are on track to achieve or exceed ARE by the end of KS2.

July End of Foundation Stage Teacher Assessments, **Reception**, reflected **the majority of pupils in receipt of pupil premium were working at age related expectations or higher in CL, PSED, PD, mathematics, understanding the world and expressive arts and design**. All made good or better progress from starting points.

July Teacher Assessments for **Years 3, 4 and 5**, reflected **the large majority were working at ARE or above in reading and mathematics**. Taking into account additional needs, all made good or better progress from starting points and most are on track to achieve or exceed ARE by the end of KS2. The priority is always to enable all to reach or exceed age related expectations.

**Increased engagement with learning** (e.g. from discussions with pupils and pupil interactions during feedback and marking).

**Increased self-esteem and confidence and increased ability to work as part of a team** (e.g. from discussions with pupils and observations of pupils).



