

Sheldwich Primary School Pupil Premium Strategy Statement

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	217
Proportion (%) of pupil premium eligible pupils	7% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23, 23/24, 24/25
Date this statement was published	March 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Sarah Garrett
Pupil premium lead	Mrs Charlotte Lay
Governor / Trustee lead	Mr Mike Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,300
Recovery premium funding allocation this academic year	£2,393
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,693

Part A: Pupil premium strategy plan

Statement of intent

Sheldwich Primary School provides an holistic education for children between the ages of 4 and 11. There are currently 217 children on roll, being taught in seven classes. The class sizes range from 26 – 34. All classes benefit from a full-time learning support assistant.

At Sheldwich Primary School, we aim to raise the aspiration and achievements of all our pupils, regardless of their socio economic status. We have high expectations of all our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we endeavour to support each and every child to the best of our abilities, so that all our children can maximise and achieve their potential, despite any barriers to learning that they may have. We believe it is vitally important to foster a climate of understanding, acceptance and encouragement where every child's worth really does matter and each individual voice is valued and acknowledged. We strive to make learning fun for all and school a place where children love to learn. Our aim is to encourage the children to develop a love for lifelong learning in readiness for the next stage in their educational journey.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We consider the challenges and experiences faced by our vulnerable pupils such as those who have a social worker, mental health anxieties or deemed vulnerable for other reasons. The activities we have outlined below are intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on the areas where our disadvantaged children require the most support. This is proven to have the greatest impact on closing the gap as well as providing a rich and diverse experience for all our children. Our team throughout the school are deployed effectively to teach and challenge our Pupil Premium children. We believe that targeted academic support is key.

Our approach is based on individual need, rooted in diagnostic testing as well as expert teacher knowledge and assessments of each child throughout the course of the year. Wider strategies also play a key role. Fundamental to our Pupil Premium Plan Strategy is a long term community strategy to ensure that our disadvantage families, pupils and parents feel a sense of belonging to our community. Underpinning all of the above is the expectation of high levels of attendance – attendance where the children are in the right mindset for learning and where they are supported to achieve their very best.

To ensure that our actions have maximum impact and are wholly effective, we:

- Plan and act early to provide interventions to support any need identifies
- Ensure that consistent identification of need across the school is rigorous through a range of systems – not just data driven
- Renew and adopt a whole school approach in which all stakeholders take responsibility for our disadvantaged pupils' outcomes and have high aspirations for all

Challenges

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

Challenge number	Detail of challenge
1	Lower than expected oracy skills in EYFS and basic skills in KS1 & KS2
2	Lack of parental engagement in supporting the basics of Reading and Number and Homework tasks. Observations and discussions with pupils and their families suggest that disadvantaged pupils have greater difficulties continuing their learning at home.
3	All PP children made progress but 72% (65% previous year) achieved age-related expectations in reading, writing and maths combined
4	Our Ferre Leavers and Boxal profiles identify social, emotional and mental health issues

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 phonic attainment and reading progress in EYFS and KS 1 Improved reading attainment in KS 2	80% of Pupil Premium children achieving age related to increase in Reading
Accelerated progress across KS2 for pupils eligible for Pupil premium	A narrowing of the gap between Pupil Premium and non PP children (85%)
Basic skills acquisition to be supported by parents of PP children	PP children to become more secure in practicing these areas at home.
Improved progress among disadvantaged children across the curriculum	All pupils to make at least expected progress during the academic year 2022-23
Well Being support for the school to assist children and families in crisis/ difficulties	PP children/ families receive emotional and well-being support needed to be in the right learning state to take advantage of the optimum learning opportunities.

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: £8,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing metacognitive and self-regulation skills in all pupils</i>	Children to be aware of themselves as learners, being motivated to always do better. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, and 4
<i>CPD – teaching and training of ELS phonic programme and additional resources</i>	Pupils making accelerated phonic progress across EYFS and KS 1 Phonics EEF (educationendowmentfoundation.org.uk)	1 and 2
<i>Nurture UK Action and Boxall Profile/ Zones of regulation</i>	Children are to be supported to understand how they can express their feelings and articulate their thoughts and feelings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Support Staff to deliver small group/ 1:1 interventions in identified Year Groups with training to support the levels and delivery</i>	Last year, our Covid Catch Up sessions allowed gaps in knowledge and skills were taught effectively within a small group setting. Children gained confidence during these sessions and applied their learning within whole class teaching and learning. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4
<i>Speech & language therapy</i>	Children are identified in early stages of their learning for speech and language acquisition. Therapy supports their oracy skills and in turn their phonic knowledge. Phonics EEF (educationendowmentfoundation.org.uk)	1 & 3
<i>Pre-teaching sessions where needed for children in identified areas of learning</i>	Children experiencing prior knowledge/ pre-teaching had opportunities to develop their learning again within a small group focus so that they were ready for the quality first teaching with the whole class. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, and 4
<i>Sensory circuit offer to ensure children are 'lesson ready'</i>	This has worked in the past for our most vulnerable children as it gives them face to face contact before the start of formal lessons. It also ensures that they are ready to learn and have centred themselves, their feelings and emotions. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=early-years-toolkit	4
<i>Time to Talk</i>	Children have hugely benefitted from these sessions from a trained holistic well-being lead. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £9,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time to Talk</i>	Children and their families have hugely benefitted from these sessions from a trained holistic well-being lead supporting a wide range of circumstances. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
<i>Nurture group</i>	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
<i>CBT</i>	Children with profound mental health needs due to challenging experiences have been and continued to be supported by external one to one individual tailored cognitive behaviour therapy Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
<i>Financial assistance to help with the cost of class trips/ travel/ swimming lessons and other activities</i>	Outdoor learning/ swimming skills and class trips have a positive impact on wider school experience, motivation and teamwork.supports the whole family. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1,2,3,& 4

Total budgeted cost: £8,550 + £10,600 + £9,550 = £28,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

65% of our PP achieved expected levels in all 3 areas at the end of the academic year 2021-2022

Attendance of course was a concern since the return from COVID restrictions and in fact our attendance figures for our most vulnerable was well above National average at the end of the school year 95.1% for PP children

The biggest outcome on the return to school for all children in September 2022 was their level of well-being and emotional state. We engaged in the Nurture programme and extended the support from our well-being support professional.

72% of our PP achieved expected levels in all 3 areas at the end of the academic year 2022-2023

The pupils' level of well-being and emotional state continued to be a focus and the Nurture programme along with focused 1:1 well-being support continued to be prominent. Sensory Circuit programme was developed and extended across the school for individual children leading to positive engagement with learning.