

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	103
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
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	£31,135
Recovery premium funding allocation this academic year	£3,045
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	£34,180

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	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, particularly in reading. These findings are supported by national studies.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils since the disruption due to COVID19. This has resulted in children needing additional support in order to access the curriculum because of their emotional state. Teacher referrals for support have markedly increased during the pandemic. 20 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs.
3	Since returning to school last September, when the children were no longer in their bubbles and having to share spaces again, the children have been much quicker to anger in school and at home. Our behaviour logs have evidence of an increase in anger-related incidents. This has resulted in more issues in the classroom but particularly at break-times where a more supportive and structured, whole school approach has been implemented.

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 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant reduction in incidents involving angry outbursts and fixed term exclusions.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To close the gap in attainment between disadvantaged pupils and all pupils	KS2 outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard in reading, writing and maths.
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.
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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: £ 19,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for LSAs	Our SENCO has increased her hours in school to provide LSAs with support and training in delivering interventions and with behaviour management.	1, 2, 3
Training needs for staff in the purchase of our robust assessment tool (Fischer Family Trust/RM Integris)	Deputy head has attended training in entering data, setting targets and analysing on Fischer Family Trust.	1 & 2
Training needs for staff in the purchase of our Little Wandle	All LSAs and teaching staff received Little Wandle training.	2
Additional staff employed to support behaviour and emotional needs for PP children.	Challenging behaviour in class is impacting on teaching time and the safety of our children.	1, 2, 3

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

Budgeted cost: £12,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Back on Track	A structured approach to phonics and writing delivered regularly to children in KS2. This approach from Herts for Learning has had good results in closing the gap for the most vulnerable children.	1

Young Concern Trust (YCT)	Increased play-therapy hours to accommodate the need within school.	2&3
One-to-one tutoring	Children supported one-to-one by school staff (SENCO) in reading and spelling. Research through The Pupil Premium Strategy (Mark Rowland) has shown that consistency of staff has greater impact on achievement rather than bringing in unknown tutors to the school.	1

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

Budgeted cost: £ 1,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
PGL residential	Support for PP families to allow the children to be included and have the same advantages as the rest of the family.	1

Total budgeted cost: £ 34,180

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Programme	Provider
Spelling Shed	EDSHED
Mathletics	3P Learning

Service pupil premium funding (optional)

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

Measure	Details
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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.