

**Pupil premium strategy statement – Sharneyford
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	64
Proportion (%) of pupil premium eligible pupils	17
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andrea Holt, Headteacher
Pupil premium lead	Andrea Holt
Governor / Trustee lead	Tamsin Honor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,080
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£17,080

Part A: Pupil premium strategy plan

Statement of intent

Sharneyford Primary school is committed to developing a community of learners, irrespective of their background or challenges they face, where learning is valued, enjoyed, supportive and lifelong. The school will enable all children to become confident, resourceful, enquiring and independent learners whilst developing their self-respect and encouraging every individual to respect the ideas, attitudes, values and feelings of others regardless of race and culture. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies and plan outlined in this statement are also intended to support pupils' needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of Sharneyford Primary School's 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 the school. It is the school's intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	45% of pupil premium pupils are on the SEND register.
2	Reading with an adult -Our assessments, observations and monitoring of reading records indicate that some children (both disadvantaged and non-disadvantaged) do not read with an adult at all, or they are not read

	to by an adult. This results in many pupils falling behind in reading and not reaching age related expectations. Teachers already target the lowest 20% pupils.
3	Improve reading, writing and maths for children eligible for pupil premium.
4	Pastoral Support - Pupils who have emotional needs and struggles need pastoral support. The mental health and well-being of pupils can impact all areas of school life. The pandemic may have impacted on pupils wellbeing but external home factors can also have a huge impact in school.

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
Provision for children with SEND and EHCP plans is highly effective via external support and expertise and investment into high quality CPD for all staff	<p>Disadvantaged children with SEND/ EHCP plan are making good or better progress and this is evidenced through rigorous 'plan, do, review' cycles of graduated response.</p> <p>Staff demonstrate confidence when adapting their practice to meet the needs of all pupils.</p> <p>Staff quickly identify need, share concerns with the SENCO, and write effective IEPs.</p> <p>Interventions are a priority and pupil identification alongside rigorous tracking and monitoring</p>
Improved reading & writing progress and attainment among disadvantaged pupils.	End of EYFS, KS1 and KS2 assessments in reading and writing show that at least 50% of disadvantaged pupils achieve the expected standard.
Improved outcomes for disadvantaged pupils for both progress and attainment in maths(evidenced in end of key stage assessments)	End of EYFS, KS1 and KS2 assessments in reading and writing show that at least 50% of disadvantaged pupils achieve the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice and teacher observations • a significant increase in participation in enrichment

	activities, particularly among disadvantaged pupils.
--	--

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: £14080

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund TA support within Year 1 and Year 2 to work specifically on phonics, reading and maths skills.	Evidence suggests that early intervention for children who are struggling academically has a greater impact than leaving it until KS2	All
To fund TA support to deliver interventions specifically in Reading, Phonics and Maths	Evidence suggests that delivering the correct intervention by either a TA or Teacher improves the attainment of the children involved in the intervention.	All
Improve the quality of social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	4

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by TAs	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	1 & 2
---	---	-------

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified – such as uniform, school trips, residential, families in hardship, school clubs	4
Pastoral support. Children with social, emotional and mental health needs are supported appropriately.	Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.	4

Total budgeted cost: £17,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the very small numbers of children eligible for pupil premium it can be difficult to present data as the small pupil groups (often one or two pupil per cohort can render this statistically insignificant). However, this does not detract from the school's commitment to cater for the need of disadvantaged pupils nor its endeavours to help them achieve the ambitious targets set.

Internal observations, monitoring and assessments during 2022/2023 suggested that the performance of disadvantaged pupils was broadly in line with previous years.

The school used its Pupil Premium funding to provide both individual and group interventions to ensure continued progress and academic achievement. Following a series of baseline assessments, teachers delivered targeted action plans with a specific focus on English, maths and phonics. This included the use of Little Wandle phonics and Times Tables Rockstars. All PPG funded intervention and provision is assessed constantly and evaluated to measure impact.

Our assessments and experience indicated that pupils' wellbeing and mental health were significantly impacted by the pandemic, the impact was particularly acute for disadvantaged pupils. We used Pupil Premium funds to provide wellbeing support for all pupils and targeted interventions where required.

The school offers a wide range of enrichment activities such as educational visits, theatre trips, extra-curricular activities such as yoga, skiing, various sports, gardening. Places are prioritised for disadvantaged pupils and fully funded. The annual residential trip for Y5/6 pupils is partially funded for the disadvantaged.