



Pupil Premium Strategy Statement Sharples Primary School



In June 2019, the EEF published a new guide on the Pupil Premium. The [EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

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.

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity.

See link for further information <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Achievement and attainment 2021-22 group size – KS1 3 children, KS2 5 children

Pupil Premium School data 2021/22 % pupil achieving age related expectations	EYFS 3 pupils	KS1 11 Pupils	KS2 24 pupils	2022 Attainment		2022 Progress from KS1		
				PP	National KS2	School	National PP	National ALL
Reading	0%	45%	55%	KS1 33%/0% KS2 60%/0%		-0.2		
Writing	N/A	27%	51%	KS1 0%/0% KS2 80%/20%		6.3		
Maths	0%	64%	58%	KS1 67%/0% KS2 60%/0%		-1.0		
reading, writing and maths combined		27%	46%	KS1 0%/0% KS2 60%/0%				

Pupil Premium Strategy Statement

School name	Sharples Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	Termly but full review September 2023
Statement authorised by	Gemma Partington, Headteacher
Pupil premium lead	Janet Samways
Governor	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£10,063
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	£63,863

Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
2	Special educational needs and low ability of many of our PP pupils. 38 % of pupil premium children have SEN, 14% of pupil premium children are on education health care plans
3	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.
4	Attendance rates for PPG pupils was 89.8% and for Non-PP pupils attendance was 94%. This could impact negatively on both the attainment and progress of our PPG children. Attendance for all children was 93.2%.
5	Parent engagement and lack of financial resource to provide children with broad opportunity and life 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.

Challenge number	Intended outcome
1	The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment. Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.
2	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.
3	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.
4	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.
5	PP parents will engage proactively with the school and will attend parent/teacher conferencing.

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: £ 40.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none">• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.• Staff development and quality CPD• Completing action research with SAIL schools on theories of learning <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none">• Feedback - to ensure that the feedback provided to all pupils is instant and effective.• Pre teaching – to continue• Whole class approach to reading comprehension	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Feedback (+6 months – EEF Toolkit)</p> <p>Metacognition and self-regulation (+7 months – EEF Toolkit)</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Reading comprehension strategies (+6 months – EEF Toolkit)</p>	2,3 and 4

<p>focusing on the different reading domains (small group support within this where needed)</p> <ul style="list-style-type: none"> • Purchase of ipads for all children in Y1 – 6 to support agency and independent learning. 		
<p>Additional staffing put in place to Facilitate phonics teaching in for identified children including previous low attainers and children those new to education in the UK</p>	<p>Phonics (+5 months– EEF Toolkit)</p>	
<p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT and the use of Same Day Intervention/pre-teaching of concepts. Previous CPD on the use of manipulatives for all classroom support staff across school now being implemented securely.</p>	<p>Teaching assistant intervention (+4 months)</p> <p>Mastery learning (+5 months– EEF Toolkit)</p>	<p>2,3 and 4</p>

<p>To raise attainment and enthusiasm through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> • Specialist PE/Drama teachers to develop pupils' skills in dance and drama • Specialist teaching in MFL across KS2 • STEM room to be accessed including after school extra-curricular • Subsidising of trips including residential for PPG if needed • Outdoor physical learning and exercise equipment • Forest schools and orienteering • Daily Mile track <p>Mental Health lead deliver Lego therapy to identified children</p>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Collaborative learning (+5 months – EEF Toolkit)</p> <p>Physical activity (+1 month – EEF Toolkit)</p>	2,3 and 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p>	1,2,3 and 4

<p>Additional 1:1 reading for the identified lowest 20% and those children not regularly supported in reading at home (across KS1 & KS2)</p> <p>Focused structured maths interventions delivered in small groups using Number Counts</p> <p>Focused reading interventions delivered to individuals using Nessie and Bookmark</p> <p>Salford Reading Test used for assessment and tracking</p>		
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<p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> • Extra group work with teachers or TAs • Oral language interventions to run in EYFS and KS1-WELCOMM • Additional adult support in year 6 • Reading intervention groups to be run for any pupils who are falling behind • After school groups 	<p>Early Years interventions (+5 months – EEF Toolkit)</p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p>	
<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> • Same Day Intervention • Additional adult support in Y6 • Use of manipulatives • Maths training • Purchase of maths intervention – number counts 	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>Mastery Learning (+5 months – EEF Toolkit)</p>	<p>2,3 and 4</p>

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> • Pastoral support around behaviour and social/emotional support from trained mental health lead • Specialist Sports Provision including gymnastics, and wider sport areas • Behaviour 'Good to be Gold' system used across school • Lego Therapy sessions • Bright leaders • Mental Health team • Bookmark used to increase reading for pleasure and for identified children who do not read at home. • Engagement model training for staff and implemented with targeted children. 	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +4 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p> <p>Behaviour interventions (+4 months – EEF Toolkit)</p>	<p>ALL</p>

<p>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents' Evenings • First day calls • Home visits • Warning letters for parents at risk of fine due to unauthorised absence • Penalty fines for unauthorised absence including holidays • Referrals to EIT for pupils at risk of becoming 'Persistent Absentees' • One to one sessions with children whose attendance is concerning with Bright leaders. 	<p>Parental engagement (+4 months – EEF Toolkit)</p>	<p>5</p>
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and/or trips. 	<p>Social and emotional learning (+4 months – EEF Toolkit)</p>	<p>ALL</p>

<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> • New WEDUC App to streamline communication • EYFS drop in sessions • Class assemblies • Social events such as Winter Bingo and Winter Fair • PTA and Parent Forum re-established • Use of bright leaders to establish – Everyone is a leader culture. 	<p>Parental engagement +2 months (EEF Toolkit)</p>	<p>6</p>
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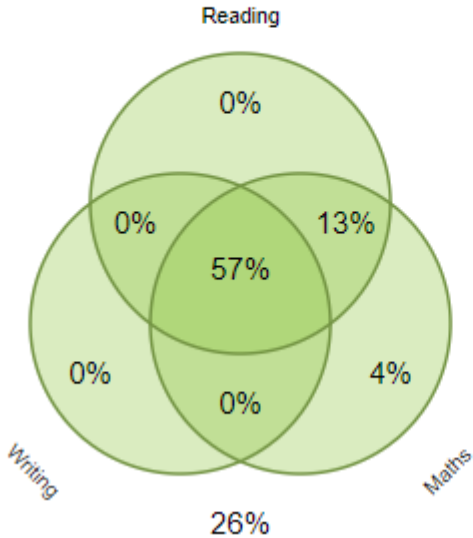
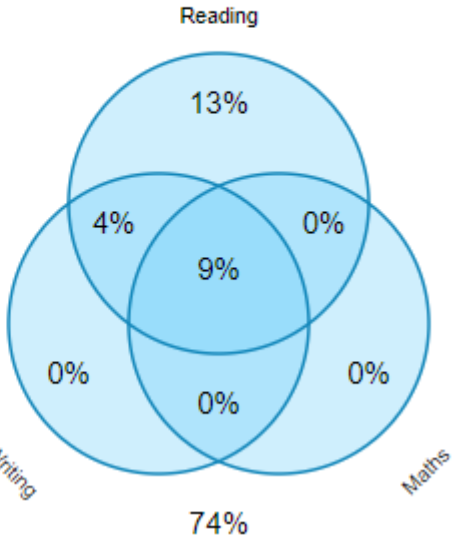
Total budgeted cost: £65,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-22

	<i>Desired outcomes and how they will be measured</i>	<i>Evaluation of impact – end of academic year</i>
1	Maintain the improved percentage of attendance to be at least in line with national at 86.9% (2022) taken from national education statistics.	<p>The COVID pandemic has impacted on a small number of families causing significant concern. School have liaised with the early intervention service who have provided guidance to go in a letter to send to families to clarify the potential implications far beyond receiving a fine. One family are under a children and family assessment which is due to be stepped down to Early Help this month and attendance will form one of the actions. Another family will go on Early help for attendance at the start of the Autumn term. Another family who have recently shown some improvement will be very closely monitored with potential of needing Early Help. One other family are under Early Help and are leaving to go to secondary school this time.</p> <p><i>PPG attendance September to July 2021-22 89.8%</i> <i>Non PPG attendance September to July 2020-21 94%</i></p>

2	PPG children are supported to make effective progress across school.	<p>Progress Overview for Pupils (from 2021-2022) in Years 2–6, who are disadvantaged – 2020-2021 Summer to 2021-2022 Summer Main Assessment Print</p> <p>Legend Below Expected Expected Progress (0) Above Expected Insufficient Data</p> <p>Reading 27 pupils · Average: +0.2 4% 78% 19%</p> <p>Writing 27 pupils · Average: 0.0 4% 85% 11%</p> <p>Maths 27 pupils · Average: +0.1 7% 78% 15%</p>
3	PPG children with SEN are supported to make effective progress.	<p>Progress Overview for Pupils (from 2021-2022) in Years 2–6, who are disadvantaged, with EHC Plan or SEN Support – 2020-2021 Summer to 2021-2022 Summer Main Assessment Print</p> <p>Legend Below Expected Expected Progress (0) Above Expected Insufficient Data</p> <p>Reading 10 pupils · Average: +0.3 10% 50% 40%</p> <p>Writing 10 pupils · Average: +0.1 70% 30%</p> <p>Maths 10 pupils · Average: 0.0 80% 20%</p>

4	PPG children with NO SEN are supported to make effective progress.	<div data-bbox="376 180 2033 480"> <p>Progress Overview for Pupils (from 2021-2022) in Years 2–6, who are disadvantaged, with No SEN – 2020-2021 Summer to 2021-2022 Summer Main Assessment Print</p> <p>Legend Below Expected Expected Progress (0) Above Expected Insufficient Data</p> <p>Reading 17 pupils · Average: +0.1 94% 6%</p> <p>Writing 17 pupils · Average: -0.1 6% 94%</p> <p>Maths 17 pupils · Average: +0.1 12% 76% 12%</p> </div>
4	PPG children with no SEND will have improved attainment to be in line with all pupils nationally in combined reading, writing and maths	<div data-bbox="376 616 2033 1423"> <p><u>Attainment of Ever 6 FSM without SEN</u></p> <p>Combined attainment</p> <div> <p>At/above expected</p>  </div> <div> <p>Above expected</p>  </div> <p>National data to be added here was published.</p> </div>

5	<p>Increased parental engagement of PPG families to enhance learning both at home and in school. An exciting wide curriculum to enrich learning including indoor and outdoor learning, visits and visitors which may be virtual</p>	<p>The daily mile continues to be used regularly to promote wellbeing. Trips planned and carried out throughout the year – families supported where needed with financial costs Residentials include a camping trip on the school field which was significantly less expensive The musical instruments have been purchased and are being used to support the music scheme in classes across school. Year 4 children have started learning to play tuned instruments (ukulele) and have learnt about plucking the strings, learnt c major chord and learnt their first tune (a sailor went to sea)'. Year 5 / 6 were able to participate in an on-site residential experience. Y6 went to Winmarleigh in residential The allotment is used by all children across the school. New outdoor EYFS equipment enhances provision. KEY PE specialist sports coach provision returned this term. KS2 children take part in orienteering which has been updated in line with the fencing and accessibility. After school coding, STEM and PE extracurricular opportunities for KS 2 classes – Gold sports award awarded. Year 6 took part in Bikeability scheme. Forest School experience for all children. Specialist enhanced music provision session for all KS2 classes – world music day celebrated. All new Reception intake children for September invited with parents for a teddy bear's picnic on the school field. World book day – parents invited to reading breakfast which was well attended. Parental survey showed that 100% of pupils felt that the children are happy and safe at school, 97.9% feel children are well behaved at school, 95.7% feel that their child does well at school, 91.7 % of parents would recommend Sharples to other parents</p>
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