



Sherburn Primary Strategy Statement 2021-22

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sherburn Primary
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	38% (20.8% National)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	15.09.21
Date on which it will be reviewed	15.09.22
Statement authorised by	S. Cornforth
Pupil premium lead	L. Gunn
Governor / Trustee lead	N. Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,700
Recovery premium funding allocation this academic year	£9,425
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	£90,125

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to provide what is needed for our children from disadvantaged backgrounds to have enriched experiences, make good progress in reading, writing and maths and thus improve attainment.

We intend:

- to close the attainment gap between disadvantaged children and their peers*
- to use an evidence-based approach to the strategies we use to support disadvantaged children*
- to prioritise quality-first teaching as our most important lever to improve outcomes for disadvantaged pupils*
- to support disadvantaged learners at all levels of attainment*
- to plan and implement support through a tiered approach of teaching, targeted support and wider strategies.*

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language and communication skills
2	Low engagement in reading
3	Impact of school closures during COVID 19
4	Absence and punctuality
5	SEMH of pupils
6	Home support/engagement
7	Limited access to wider cultural 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.

Intended outcome	Success criteria
<p>1. <i>Enriched language/ vocabulary development</i></p>	<p>Reduced attainment gap in GLD at the end of EYFS</p> <p>In 2019, 60% of Disadvantaged pupils achieved a GLD compared to 73% of non-Disadvantaged pupils nationally. Therefore, there is an achievement gap of 13%. However, National Disadvantaged is 56%, therefore, Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.</p>
<p>2. <i>Reduced gap in early reading and phonics</i></p>	<p>Maintain or reduce current attainment gap in phonics screen check</p> <p>In 2019, 80% of disadvantaged pupils achieved the standard compared to 84% of 'other' pupils nationally. Thus, there is an achievement gap of 4%. National disadvantaged is 71%. Therefore, the performance of disadvantaged pupils in our school in phonics is better than disadvantaged pupils nationally.</p> <p>Maintain current performance of disadvantaged pupils in line with 'others' nationally in KS1 reading SATS</p> <p>In 2019, 56% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally. Therefore, there is an achievement gap of -22%. National Disadvantaged is 62%. Therefore, performance of disadvantaged KS1 pupils in reading is below disadvantaged pupils nationally.</p>
<p>3. <i>Reduced impact of school closures due to Covid19 on attainment and progress of core subjects</i></p>	<p>Disadvantaged children perform in line with national others in KS2 SATS, despite lockdown periods</p> <p>50% of disadvantaged pupils achieved the expected standard (RWM combined) compared to 71% of 'other' pupils nationally. Therefore, there is an achievement gap of 21%. National disadvantaged is 51%. Therefore, disadvantaged pupils' performance is similar or better than disadvantaged pupils Nationally, but still below 'other' pupils nationally.</p>
<p>4. <i>Reduced absence and lateness</i></p>	<p>Attendance and punctuality for disadvantaged pupils improves.</p> <p>Overall attendance of disadvantaged pupils is in line with national average.</p>

	<p>The gap between attendance for disadvantaged and others is maintained or reduced.</p> <p>Pupil absence remains broadly in line with national average. The gap between disadvantaged and others closes.</p>
5. <i>Improved emotional well-being and positive behaviour of pupils post Covid-19</i>	<p>Children demonstrate increased resilience</p> <p>Reduction in negative incidents from those children who are receiving emotional well-being interventions</p>
6. <i>Increased home support and parental engagement</i>	<p>Communication with parents and carers of disadvantaged children is positive and regular.</p> <p>Parents indicate there are strong links between home and school when surveyed.</p>
7. <i>Enriched cultural capital</i>	<p>Disadvantaged pupils access a broad range of enrichment activities to provide them with the same life chances as their academic peers.</p> <p>Improved attainment as pp pupils apply these first hand experiences and skills to new learning across the curriculum.</p>

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: £ 17,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine the whole school curriculum with a focus on vocabulary acquisition.	<p>EEF KS1 Reading Guidance-Strand</p> <p>Closing the Vocab Gap-Alex Quigley</p>	1, 3
Implementation of whole school approach to metacognitive strategies e.g. frequent low stakes quizzing.	<p>EFF Metacognition and Self-Regulated Learning guidance</p> <p>Low stakes quizzing is a powerful way of checking progress and helping pupils to</p>	3

	build on prior attainment and effectively close gaps in their learning.	
Whole-class reading underpinned by clearly defined formative assessment practices.	EEF KS1 & KS2 Improving Literacy program EEF Formative Assessment guidance	3
Training & implementation of a structured guided writing process.	EEF KS1 & KS2 improving literacy program	3
Continued use of a structured spelling program to address gaps and with frequent revisits to previous year group content.	EEF KS1 & KS2 Improving Literacy program	3
Diagnostic assessment strategies to identify gaps in children's knowledge and understanding.	EEF Diagnostic Assessment – Evidence insights	3
Continued use of Accelerated Reader independent reading program.	EEF toolkit-AR Evaluation	3
Phonics training days 3x year.	EEF KS1 Reading guidance-Strand	2
National College online CPD staff subscription.		5

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

Budgeted cost: £56,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, small group interventions throughout the school, delivered by HLTA, in reading/writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	3
1:1 daily phonics tutoring	Government Reading Guidance 2021	2
Implementation of Oral language programmes/ NELI program in EYFS	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance Closing the vocab gap-Alex Quigley	1

Small group tuition using the National Tutor Programme	EEF Toolkit 2021 suggests that small group tuition has +4 months benefit and 1:1 tuition can have +5 months benefit	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy	EEF – oral language interventions consistently show positive impact on learning. EEF – social and emotional learning improves interactions with others and self-management of emotions which impacts on attitudes to learning and social relationships in school which increases progress and attainment.	5
Talk About emotional therapy		5
Walk N Talk (Y6) – social and emotional preparation towards transition.		5
Subsidised breakfast club		5
Access to curriculum enrichment experiences visits, residential	Department of Education – My Activity Passport guidance	7
Chill zones – reflection spaces		5
Sports/Young Leaders Award		5, 7

Total budgeted cost: £ 90,125

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2019-21

Outcomes and reviews have been greatly affected by school closures between March 2020 and March 2021 due to COVID19.

	Desired Outcome	Review
A	Pupils in EYFS make better than expected progress in Communication and Language skills.	Baseline teacher assessments indicated that 11% of PP pupils in EYFS were on track in reading compared to 38% of non PP in EYFS. A gap of 19%. 22% were on track in writing compared to 52% of non PP. Therefore, there is a significant gap (30%) between PP and non PP.
B	Reading progress and attainment at end of KS1 accelerates so that it is at least broadly in line with non-PP pupils. Y2 phonics resits confirm that all disadvantaged pupils meet the standard.	Reading progress in PP pupils is broadly in line with non PP pupils at the end of KS1 - 67% of PP pupils are on track to achieve the standard compared to 71% of non PP pupils on track. However, just 17% of PP pupils are at or above the expected standard compared to 41% of non PP. A gap of 24%. 100% (2 pupils) passed the phonics resit.
C	Attainment of PP pupils is at least broadly in line with Non-PP pupils.	In Years 1, 2 and 3, the estimated outcomes for pp pupils are broadly in line with non-pp pupils However, for YR, 4 and 5 and 6 catch up programmes are to continue. Based on 2020-21 teaching assessments, 48% of disadvantaged children are ready to progress to next year group.
D	Improve pupils' emotional resilience. Lesson observations and learning walks will evidence pupils' learning desire, concentration and positive behaviours.	Lesson observations/learning walks and staff feedback indicate that emotional resilience is improving. This outcome is to continue due to the possible mental health and wellbeing implications due to the pandemic. EWEL team intervention to support two pupils with their behaviour, mental health and well-being.

E	<p>Pupils eligible for PP access the same life chances as their peers, resulting in raised self-esteem, confidence and academic progress.</p>	<p>Subsidies enabled all pupils to take part in educational visits (up to lockdown) resulting in them demonstrating increased resilience, independence and improved self-confidence. Subsidies enabled some PP pupils to attend breakfast club and after school clubs. Feedback from pupils and parents has been positive.</p>
F	<p>Improved attendance for pupils eligible for PP to at least 96%.</p> <p>Reduce the number of persistent absentees to at least in line with NA.</p>	<p>2019 attendance - PP attendance was in line with Non PP (PP 90.4 % and Non PP was 90.8%).</p> <p>Improved attendance in 2020-21 – PP 96.2% and Non PP 96.7%.</p> <p>Pupil Absence - PP 3.8% Non PP 3.3%</p> <p>It is important that this outcome continues as due to lockdown, we were not fully able to address PP attendance issues.</p>
G	<p>Improved reading progress for pupils eligible for the Pupil Premium. Provide increased opportunities in school to support and enthuse a love of reading.</p>	<p>Based on teacher assessments, disadvantaged children made good progress towards reading outcomes and received catch-up interventions to support this.</p> <p>It is important that this outcome continues as well as the catch up interventions to support this.</p>
H	<p>Increased engagement seen in lessons. Work scrutiny indicates that PP pupils have accelerated progress. A greater percentage of PP pupils will be able to complete homework successfully. Vocabulary of PP pupils is enriched and extended.</p>	<p>Staff have been explicitly teaching vocabulary which has had a positive impact. Book scrutiny and learning walks indicated that pupils are fully engaged and are using a greater range of vocabulary.</p>
I	<p>All pupils entitled to pupil premium are to be involved in the wider aspects of school life e.g. educational visits, clubs, music tuition, breakfast club.</p>	<p>Due to restrictions, school visits were limited. In order to supplement this, a program of virtual events was put into place to contribute to children’s enrichment.</p>