



Sherburn Primary Strategy Statement 2022-23

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	66 (166 on roll)
Proportion (%) of pupil premium eligible pupils	40% (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	15.09.22
Date on which it will be reviewed	15.09.23
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	£91,410
Recovery premium funding allocation this academic year	£4,350
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	£95,760

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. Enriched language/ vocabulary development</p>	<p>Reduced attainment gap in GLD at the end of EYFS</p> <p><i>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.</i></p>
<p>2. Reduced gap in early reading and phonics</p>	<p>Maintain or reduce current attainment gap in phonics screen check</p> <p><i>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.</i></p> <p>Maintain current performance of disadvantaged pupils in line with 'others' nationally in KS1 reading SATS</p> <p><i>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.</i></p>
<p>3. Reduced impact of school closures due to Covid19 on attainment and progress of core subjects</p>	<p>Disadvantaged children perform in line with national others in KS2 SATS, despite lockdown periods</p> <p><i>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 to disadvantaged pupils nationally, but still below 'other' pupils nationally.</i></p>
<p>4. Reduced absence and lateness</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>
<p>5. <i>Improved emotional well-being and positive behaviour of pupils post Covid-19</i></p>	<p>Children demonstrate increased resilience</p> <p>Reduction in negative incidents from those children who are receiving emotional well-being interventions.</p>
<p>6. <i>Enriched cultural capital</i></p>	<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>
<p>7. <i>Increased home support and parental engagement</i></p>	<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>

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: £19,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine the whole school curriculum with a focus on vocabulary acquisition.	EEF KS1 Reading Guidance-Strand Closing the Vocab Gap-Alex Quigley	1, 3
Implementation of whole school approach to metacognitive strategies e.g. frequent low stakes quizzing.	EEF Metacognition and Self-Regulated Learning guidance Low stakes quizzing is a powerful way of checking progress and helping pupils to build on prior attainment and effectively close gaps in their learning.	3
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
Staff training via the National College online CPD - staff subscription.	N/A	5

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

Budgeted cost: £57,360

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

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

Budgeted cost: £ 19,100

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
Forest School Training for staff	Forest Schools: impact on young children in England and Wales – forest research.gov.uk	5
Subsidised breakfast club	N/A	5
Access to curriculum enrichment experiences visits, residential	Department of Education – My Activity Passport guidance	7
Chill zones – reflection spaces	N/A	5
Sports/Young Leaders Award	N/A	5, 7

Total budgeted cost: £95, 760

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes 2021-22

	Desired Outcome	Review
1	Enriched language/ vocabulary development	<p>27% of pupils in EYFS are disadvantaged - 8 pupils (3 boys and 5 girls).</p> <p>38% of disadvantaged pupils achieved GLD compared to 65% of 'others' nationally. Therefore, there is an attainment gap of 27%.</p>
2	Reduced gap in early reading and phonics	<p>30% of pupils in Year 1 are disadvantaged - 9 pupils (2 boys and 7 girls).</p> <p>22% of disadvantaged pupils achieved the standard compared to 84% of 'other' pupils nationally. Therefore, there is an achievement gap of 62%. National disadvantaged is 71%, therefore, disadvantaged pupils at our school are below disadvantaged pupils nationally in phonics.</p>
3	Reduced impact of school closures due to Covid19 on attainment and progress in core subjects – Reading and Maths	<p>End of KS1</p> <p>35% of pupils in Y2 are disadvantaged - 7 pupils (4 boys and 3 girls).</p> <p>Reading</p> <p>71% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally. Therefore, there is an achievement gap of 7%. National Disadvantaged is 62%, therefore, disadvantaged pupils' performance at our school is better than disadvantaged pupils nationally.</p> <p>Writing</p> <p>43% of disadvantaged pupils achieved the expected standard in writing compared to 73% of 'other' pupils nationally. Therefore, there is an achievement gap of 30%. National disadvantaged is 55%. Therefore, disadvantaged pupils are below disadvantaged pupils nationally.</p>

Maths

71% of Disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally. Therefore, there is an achievement gap of 8%. National disadvantaged is 62%. Therefore, disadvantaged pupils' performance is better than disadvantaged pupils nationally, but still below 'other' pupils nationally.

End of KS2 Reading

48% of pupils are disadvantaged - 12 pupils (6 boys and 6 girls).

RWM

25% of disadvantaged pupils achieved the expected standard in RWM combined compared to 71% of 'other' pupils nationally. Therefore, there is an achievement gap of 46%. National disadvantaged is 51%. Therefore, disadvantaged pupils are below disadvantaged pupils nationally.

Reading

58% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally. Therefore, there is an achievement gap of 20%. National disadvantaged is 62%. Disadvantaged pupils are below disadvantaged pupils nationally.

Writing

33% of disadvantaged pupils achieved the expected standard compared to 83% of 'other' pupils nationally. Therefore, there is an achievement gap of 50%. National disadvantaged is 68%. Disadvantaged pupils are below disadvantaged pupils nationally.

SpaG

58% of disadvantaged pupils achieved the expected standard compared to 83% of 'other' pupils nationally. Therefore, there is an achievement gap of 25%. National disadvantaged is 67%. Disadvantaged pupils are below disadvantaged pupils nationally.

Maths

50% of Disadvantaged pupils achieved the expected standard compared to 84% of 'other' pupils nationally. Therefore, there is an achievement gap of 34%. National

		disadvantaged is 67%. Therefore, disadvantaged pupils are below disadvantaged pupils nationally.
4	Reduced absence and lateness	Attendance for disadvantaged pupils in 2021-22 was 93.4% compared to 94.3% attendance for non-disadvantaged.
5	Improved emotional well-being and positive behaviour of pupils post Covid-19	<p>The Walk and Talk Programme for Year 6 improved emotional well-being.</p> <p>EWEL assessments for two PP children has led to some improved behaviour.</p>
6	Enriched cultural capital	<p>Pupil premium children were assisted with costs to attend school. Bus passes were provided by school for those children who needed transport.</p> <p>100% of PP accessed trips/educational visits in 2021-22 subsidised by school.</p>