

Sharlston Community School

2021 - 2022 Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sharlston Community School
Number of pupils in school	282 Rec-Y6
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julie Dunderdale
Pupil premium lead	Vicki Murray
Governor / Trustee lead	Jo Jayne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,255
Recovery premium funding allocation this academic year	£11,455
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	£124,710

Part A: Pupil premium strategy plan

Statement of intent

There are a number of factors affecting the Pupil Premium pupils attending our school. We believe one of the biggest barriers for children can be poverty of expectation, so we are promoting a culture of actively encouraging every child to reach their full potential and shine. Our Challenge Curriculum is being designed with rich experiences and opportunities to raise our pupils' aspirations, increase their motivation to work hard and succeed, and broaden their future horizons. Promoting the importance of regular attendance is a key area, and although improving due to rigorous work by school, attendance continues to be an issue with Pupil Premium families. A large number of our disadvantaged pupils also face chaotic family lives, with additional adverse traumas that affect their emotional well being.

Poor language and literacy skills of many of our Pupil Premium children and families is a significant barrier. Baseline data from Aut 2020 showed 40% of our EYFS Pupil Premium children start their journey with us working below ARE in the areas of communication and language. Data shows progress through school is not yet rapid enough for our disadvantaged children to catch up to age related expectations.

Our main intent is to mentor our pupil premium children, so their progress is carefully tracked and barriers removed, to ensure they make accelerated progress to reach at least national expectations by the time they leave us in Year 6, being fully prepared for high school and life beyond.

We intend to offer:

- High quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' with regard to attainment when compared to their peers*
- Individualized learning opportunities and interventions where appropriate, as identified by our data*
- An extensive network of social, pastoral and emotional support for pupils and families*
- A variety of enrichment experiences*

Challenges

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

Challenge number	Detail of challenge
1	Weaker language skills, impacting on ability to access the wider curriculum
2	Low attainment on entry to school (made worse by COVID 19), and slower progress through school
3	Lower expectations and lack of ambition for their futures
4	Chaotic family lives, with less parental support and engagement with school
5	Attendance and punctuality issues

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
Fully implemented Phonics SSP and high quality teaching and learning in English through school	Achieve in line with national expected standard in R and W at KS1 and GLD in EYFS Achieve in line with national expected standard in Phonic Screen
Whole school culture of reading for pleasure	Achieve in line with or above national progress scores in reading at KS2
Maths Mastery approach is fully embedded	Achieve in line with or above national progress scores in maths at KS2 and in line with national expected standard at KS1
High quality feedback during all lessons to ensure rapid progress Interventions are in place and effective	Achieve in line with national expected standard in RWM combined at KS1 and KS2
Attendance strategies in place to improve attendance and punctuality	Attendance of disadvantaged is above 95%

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: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the teaching or phonics and early reading</i>	EEF states studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. A DfE approved SSP (Little Wandle) has been sourced	1, 2
<i>Embed Maths Mastery approach through school</i>	EEF states Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.	1,2,3
<i>Use teacher feedback to improve pupils learning</i>	EEF guidance states done well, Teacher Feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.	1,2,3

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

Budgeted cost: £15,000 (plus £11,000 towards extra catch up tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths White Rose Tutoring to catch up on missed learning Proven interventions delivered by fully trained TAs, HLTAs and teachers</i>	EEF states that there is good evidence that one-to-one and small group tuition can have a positive impact on attainment. Children have been carefully selected for tutoring and intervention groups, and staff allocated to deliver either before, during or after the school day	1,2,3

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager supporting and mentoring pupils</i>	EEF states mentoring approaches ‘ have more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour’. More chaotic home lives often means PP children feel unprepared for a day of learning at school. Focused mentoring sessions, along with informal check ins have had an impact on children’s attitudes to learning in class.	3,4,5
<i>Pastoral Manager and DHT leading workshops and developing better parental engagement for key families</i>	EEF guidance states that parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.	1,2,3,4,5
<i>Attendance Team at school work with Trust Attendance Officer Extra Curricular and enhancing curricular activities offered</i>	The EEF states that children who have good attendance at school tend to achieve higher than those that do not and that children who can take advantages of the full school offer are more likely to achieve higher than those children who do not	5

Total budgeted cost: £ 125,000

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 2020 to 2021 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.

INTERNAL SCHOOL RESULTS FOR 2020-2021

EYFS Reception	Good Level of Development 30% PP (3/10)
Phonics	67% (6/9)
KS1	Reading 71% Writing 15% Maths 50%
KS 2	Reading 47% (20% GD) Writing 60% Maths 47% (13% GD)