

Sharlston Community School

2022 - 2023 Pupil premium strategy statement

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.

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving, or have received Free School Meals (fsm) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities and ensure equity between children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

School overview

Detail	Data
School name	Sharlston Community School
Number of pupils in school	267 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)	3 2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Julie Dunderdale
Pupil premium lead	Vicki Murray
Governor / Trustee lead	Nicole Easterby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108, 279
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£108, 279

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

At Sharlston Community School our main priority is to ensure that all our children have access to high quality teaching across the curriculum. We prioritise the development of our staff to ensure they have the necessary skills and knowledge to continually improve practice and can respond swiftly and effectively if or when any child experiences challenges that may affect their learning.

There are a variety of challenges faced by some of the children attending our school such as; attendance, neglect, emotional difficulties linked to attachment, behavioural issues linked to family experiences, learning disabilities, mental health and emotional wellbeing.

We believe one of the biggest barriers for children can be poverty of expectation, so we promote a culture of actively encouraging every child to reach their full potential and shine. Our Challenge Curriculum is being re-designed into a 'SHINE' curriculum with rich 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 the school attendance team, led by the Deputy Head, attendance continues to be an issue with Pupil Premium families. The team closely monitors attendance, intervening, offering guidance and giving support where needed to overcome any challenges faced by families.

A large number of our disadvantaged pupils also face chaotic family lives, with additional adverse traumas that affect their emotional well-being. Our Pastoral Manager has been efficient in supporting the children where barriers have been emotional or social, through providing Drawing and Talking Therapy, running ELSA groups and working alongside our Future in Mind Practitioner. The Pastoral Manager also liaises with Team Around the Child, Team Around the School and Team Around the Early Years to ensure any family needs are identified and addressed.

Poor language and literacy skills of many of our Pupil Premium children and families is a significant barrier. Many of 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.

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 and limited vocabulary, impacting on ability to access the wider curriculum and particularly impacting on reading comprehension skills
2	Low attainment on entry to school in the area of writing and slower progress through school for disadvantaged group
3	Children have limited opportunities to gain wider cultural capital expectations, and have a lack of ambition for their futures, impacting on lower pupil and family expectations
4	Chaotic family lives, with less parental support and engagement with school – impacting on outcomes across the curriculum
5	Attendance and punctuality issues impacting on less progress and low attainment

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 in order to reduce the gap between school and national for PP children	Close tracking of whole school phonics in place across EYFS, KS1 AND KS2 and early intervention in place 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
Improved oral language skills and vocabulary among disadvantaged children	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, vocabulary sessions, book scrutiny and ongoing formative assessments.
Embed whole school culture of reading for pleasure Target teaching and learning in reading in order to reduce the gap between PP and non PP children	Achieve in line with or above national progress scores in reading at KS2
Embed Maths Mastery approach across school, with focus on fluency and recall	Achieve in line with or above national progress scores in maths at KS2 and in line with national expected standard at KS1

<p>High quality feedback during all lessons to ensure rapid progress</p> <p>Interventions are in place and effective</p>	<p>Achieve in line with national expected standard in RWM combined at KS1 and KS2</p> <p>Gaps between PP and non PP attainment and progress are reduced</p>
<p>Pastoral Team developed to meet the needs of the children's emotional literacy and pastoral care</p>	<p>Challenges to learning are reduced</p> <p>Interventions in place that target social and emotional needs</p> <p>Breakfast provided for PP (all) children</p>
<p>Attendance strategies in place to improve attendance and punctuality and reduce gaps between PP and non PP attendance</p>	<p>Gaps between PP and non PP attendance are reduced compared to previous year</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: **£ 50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the teaching of 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, 2,3
<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: £11,340 -school led tutoring, £800-After school interventions £2,000 for pm interventions = **£14,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led Tutoring to focus on identified areas of need 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: £ 44,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Team 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 Non teaching 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
<i>Trips, residentials, Visitors to school</i>	EEF – Tiered model of approaches - Enrichment	

Total budgeted cost: £ 108, 279

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 2021 to 2022 academic year.

The government will not publish KS2 school level data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance. Internal data has been used for measuring impact on academic outcomes.

Impact

EYFS Good level of development

60% Good Level of Development

Compared to the previous year, 30% more of the disadvantaged pupils met the Good Level of Development standard by the end of Reception, with a gap reduced to 5% showing a positive impact of the interventions in place.

GLD	2019		2021	2022
Disadvantaged	50%		30%	60%
All others	74%		65%	65%
Gap	24%		35%	5%

Year 1 Phonics

Compared to the previous year, 62% more of the disadvantaged pupils met the Good Level of Development standard by the end of Reception, with a gap reduced to % showing a positive impact of the interventions in place.

PHONICS	2019		2020	2022
Disadvantaged	78%		33%	85%
All others	83%		89%	91%

Gap	5%		56%	6%
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Key Stage 2

There continues to be a small between disadvantaged and non-disadvantaged at the end of KS2 – the impact of current strategies is still to be shown.

RWM combined	2019			2022
Disadvantaged	78%			57%
All others	79%			63%
Gap	1%			6%

Attendance Figures 2021-22

There is still a gap between the attendance of disadvantaged pupils and their peers, but this is reducing overall. Intervention from the Attendance Team is making a difference for some vulnerable families. Covid-19 impacted significantly on attendance last year.

Cohort	Disadvantaged Attendance	Non-disadvantaged Attendance	Gap Between PP and non PP
July 2021			
2020-2021	93.1%	96.7%	-3.6
2021-2022	91.2%	93.4%	-2.2