

Sharlston Community School

2024 - 2025 Pupil Premium Strategy Statement

This statement details our school's use of pupil 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.

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	250 Rec-Y6
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Luke Oldroyd
Pupil premium lead	Luke Oldroyd
Governor / Trustee lead	Rachel Maryse Coyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
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	£105,390

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. We are proud that we place disadvantaged children at the forefront of our approach, and firmly believe that our strategies will benefit all children in school.

We take a longer-term view of our Pupil Premium spending, focusing on sustainable and deep-rooted improvements that link hand-in-hand with our wider school improvement strategies. This vision enables us to use approaches that are research driven such as those outlined in the EEF's Pupil Premium Guide. We are primarily focussing on three areas: Teaching, Academic Support and Wider Approaches. We also recognise that there will be pupils who do not qualify for the Pupil Premium but who face disadvantage in other ways – our intent and approach is all-encompassing and supports all children.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, an increased likelihood of mental health difficulties and attendance & punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We aim to ensure that our approach supports all of these children and families through quality first teaching and learning supported by specifically targeted intervention where necessary to ensure progress; and thereby achieving in line with their peers locally and nationally.

At Charlston we are committed to ensuring ALL of our children have every opportunity to succeed and flourish. Our ultimate aims for the use of the Pupil Premium funding are:

- Closing the attainment gap between disadvantaged children and their non-disadvantaged peers
- Creating opportunities (both academically and wider) to enable children to reach and surpass their potential
- Ensure that disadvantaged children make progress in line with, or above the national average
- Ensuring all children are both physically, mentally and emotionally healthy
- Remove and reduce barriers for disadvantaged children to enable them to shine.

Whilst we will aim to provide all children, but in particular disadvantaged children with the opportunities and pathways to excel in all areas of the curriculum and wider school life, funding will also support wider family and community issues such as attendance and a rigorous pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils begin school with low starting points (skills and development below expected for their age). Poor language, social and regulation skills are common for many children therefore many children have significant vocabulary gaps.
2	Many pupils who are eligible for the Pupil Premium also experience other barriers to learning such as SEND and SEMH difficulties. Many of these children do not come to school 'ready to learn'.
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. This results in many disadvantaged pupils having low aspirations for themselves, and low self-confidence.
4	Attendance data shows a number of disadvantaged pupils are classes as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
5	Many disadvantaged children receive less parental support at home often based on their own experience of education. This results in less parental support and engagement with school. Lots of these children have weaker language skills and limited vocabulary. This impacts on their ability to access the wider curriculum and particularly reading.

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
To deliver high-quality, consistent teaching across school that is at least good in all classrooms	<ul style="list-style-type: none"> • Statutory outcomes increase and are close to national average annually. Achievement gaps between Pupil Premium pupils and their peers are diminishing. • All pupils make at least expected progress in Reading, Writing and Mathematics. • A significant proportion of pupils, but especially those receiving the Pupil Premium, make accelerated progress. • Staff will be able to clearly articulate what barriers disadvantaged pupils face and how to overcome these.

	<ul style="list-style-type: none"> • External monitoring confirms that action taken to develop the quality of education are appropriate and result in rapid improvements. • Monitoring of teaching and learning demonstrate a good quality of education over time. This will include observing engagement in lessons, book scrutiny and ongoing formative assessment. • Feedback is constant, purposeful and relevant and directly impacts on children’s next steps - CPD
<p>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</p>	<ul style="list-style-type: none"> • Attainment in Y1 & Y2 phonics will be at least in line with the national average. • Outcomes for disadvantaged pupils in the Y1 phonics screening will be in line or above national • Clear progression routes for children who reach the expected standard in phonics. • Clear and consistent approach to the delivery of SSP. • A robust Catch Up programme is in place to ensure pupils make rapid improvements • External monitoring visits confirm that actions taken to develop phonics provision are effective.
<p>To develop high-quality reading provision across school and embed whole school culture of reading for pleasure.</p>	<ul style="list-style-type: none"> • Outcomes in statutory reading assessments across the school are in line with or above national average. • Internal and external monitoring shows that Reading provision will be of a high-quality and consistent across all school and develop a love of reading. • Pupil voice will show an embedded love for, and a culture of, reading, particularly in disadvantaged boys. • Implement a clear, progressive reading structure from EYFS – Y6. • Every classroom has a focus on promoting and developing a love for stories/ reading and this is embedded into the culture of school. • All children will have regular access to high-quality stories, read by an adult. • Our reading curriculum ensures that high quality texts are used to structure the progression of skills across KS2. The texts chosen are challenging, and closely linked to the wider curriculum. They also ensure that all our children are given opportunities to become familiar with contexts beyond the locality.

<p>To increase the social resilience and emotional literacy skills for children.</p>	<ul style="list-style-type: none"> • Sustained high-levels of wellbeing are demonstrated by pupil voice and parent voice. • There is a significant increase in disadvantaged children access extra-curricular provision and experiences. • Pupil receive high-quality SEMH support in schools, leading to increased regulation and decrease in reportable incidents • Clear, manageable provision mapping is in place for SEMH and ELSA interventions.
<p>To improve attendance and punctuality overall rapidly, and in particular for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Overall attendance and punctuality data is in line with national average. • The attendance and punctuality of Pupil Premium pupils improves on the previous year, and gaps between PP and non PP pupils diminish. • The number of pupils who are persistently absent falls - overall and for PP pupils. • Parents understand the school's systems for attendance and punctuality. • Pupils show awareness of the importance of good attendance, as confirmed by pupil voice activities. The proportion of disadvantaged pupils attending Breakfast Club and after-school clubs increases. Vulnerable pupils benefit from Free Breakfast Club and are better placed to start the school day.
<p>To increase parental engagement</p>	<ul style="list-style-type: none"> • Parental engagement increases, as evidenced by attendance at events such as consultation evenings and residential events. • The parental survey shows that parents value the communication from the school and the opportunities for involvement. • Increased communication with whole community, especially parents and carers of Pupil Premium children. • There is an increased engagement in school life by pupil premium children and families.
<p>To ensure that provision in EYFS is effective, addressing low starting points and meeting the needs of all pupils.</p>	<ul style="list-style-type: none"> • The quality of Early Years education is at least good, as judged by Ofsted. • External monitoring confirms that actions taken to develop the quality of EYFS provision are appropriate and result in rapid improvements being made. • All EYFS staff are effective practitioners, as evidenced by monitoring and outcomes and create opportunities for purposeful interactions. • There is an increase in the proportion of all pupils, and of Pupil Premium pupils specifically,

	<p>reaching a Good Level of Development, with the aim of Pupil Premium attainment being in line with that of non-PP children nationally.</p> <ul style="list-style-type: none">• There is an increase in the proportion of all pupils, and of Pupil Premium pupils specifically, reaching Expected levels of development in Communication, Language and Literacy at the end of FS2.• Children with additional needs are identified early, and appropriate provision put in place.• The learning environment supports high-quality learning.
--	---

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued deployment and CPD for the Little Wandle Letters & Sounds Revised SSP, and refreshing the decodable books that pupils are able to access. (Including annual subscription) (continued)	<p>By continuing the implementation of the LW approach, and continued & planned refresh of decodable books, we aim to continue to build on the success of 23-24 in terms of PSC outcomes.</p> <p>EEF (+5 Months) 'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</p>	1,3
Purchase of texts for KS2 pupils who are not yet fluent readers and the development of an approach to reading fluent	<p>School will develop a robust system, and purchase specific texts to support pupils who are not yet reading at an age-appropriate level in KS2, to bridge the gap between Little Wandle Phonics and free reading – focussing on fluency and comprehension. This will be part of the whole school fluency approach</p> <p>EEF (+ 6 months) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	1,3
Use teacher feedback to improve pupils learning	<p>Develop an efficient marking and feedback code that is implemented across the curriculum.</p> <p>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.</p>	5
ECT Training (2 x Staff) ECT Framework introduced by the DFE	ECT Training (2 x Staff) ECT Framework introduced by the DFE improve quality of teaching and teacher	All

improve quality of teaching and teacher		
Introduce new approach to KS2 free-reading based on year groups, and purchase of new texts	DFE Research Evidence on Reading for Pleasure DFE Reading Framework	1,3,5
3 Identified staff participation in NPQs and associated cover costs	As the most powerful tool to close the attainment gap, staff participating in NPQs will enable them to develop their own understanding of pedagogy and better support less-experienced or under-develop teachers to improve their own practise. This will provide them with the knowledge, skills and understanding to develop teaching, learning and assessment not just in core areas, but across the curriculum. EEF 'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x member of staff 3 x afternoons to deliver Nurture provision for identified SEMH pupils through ELSA based interventions.	SEMH needs have risen over the last 12 months. With the current strain on external services this ensures that pupils displaying SEMH needs can be supported on a daily basis. EEF Self-Regulation (+7 Months) 'Explicit teaching of metacognitive and selfregulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' EEF Social & Emotional (+4 Months) 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy	2,3,4

	<p>relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</p> <p>EEF Behaviour Interventions (+4 months) Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	
0.5 Learning Mentor time to deliver targeted social and Emotional Interventions	As above	2,3,4,5
1 x LSA to deliver phonics keep up and catch up.	<p>EEF Teaching Assistant Interventions (+4 months) 'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</p> <p>EEF (+5 Months) 'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</p>	1,3,4,5
TT Rockstars Annual Subscription	Y4 MTC scores were below the local and national average in 23/24. Internal monitoring as highlighted the lack of fluent skills in regards to times tables and associated facts.	2,3
1 x LSA to deliver reading fluency keep up and catch up	<p>EEF Teaching Assistant Interventions (+4 months) 'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</p> <p>EEF (+5 Months) 'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding</p>	1,3,4,5

	them out and combining or ‘blending’ the sound-spelling patterns.’	
--	--	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5 Learning Mentor time Dedicated to Supporting Pupils with Wellbeing and Mental Health	<p>Pastoral manager (Mental Health trained) to offer support to pupils and families</p> <p>Trained ELSA to offer support is provided for pupils who are in need of more focused sessions.</p> <p>Learning Mentor will have 0.5 of timetable dedicated to support pupils in a wide range of needs.</p> <p>EEF Self-Regulation (+7 Months) ‘Explicit teaching of metacognitive and selfregulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.’</p> <p>EEF Social & Emotional (+4 Months) ‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</p>	3,4,5
Learning Mentor to be a point of contact for parental support, attendance and safeguarding.	Families specifically targeted and invited to attend the parenting sessions. The Learning Mentor will provide a support network to families and a pathway to many essential services.	All

	<p>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.</p>	
<p>Attendance Team at school work with Trust Attendance Officer (including Attendance awards and incentives)</p>	<p>Attendance Team mentoring key families. Initiatives in places to incentive good attendance. A new system will be introduced, focusing on rewarding good attendance. We will incentivize this for parents with vouchers for improved attendance.</p> <p>EEF Pupil Premium Guide ‘You can spend your pupil premium on nonacademic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19’</p> <p>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.</p>	4
<p>Subsidised trips and experiences.</p>	<p>To ensure that all children are able to attend trips, regardless of family circumstances, we contribute for every child to subsidise the cost of visits and experiences. Those children in families with the lowest income will receive additional support, through discussion with the Headteacher. In a similar approach, subsidising after-school clubs for our pupils (and targeting our PP children for this) allows us to ensure our children have access to a wide range of activities to enhance their education and life experiences, broadening their horizons and raising aspirations. This approach also engages parents through financial support.</p> <p>EEF – Tiered model of approaches – Enrichment activities for all year groups.</p>	3
<p>Provide Free Breakfast Club for eligible PP pupils.</p>	<p>By offering breakfast Club for free for disadvantaged pupils, a number of benefits are accessed: from a safeguarding perspective,</p>	3

<p>Provide a breakfast bagel for everyone in school.</p>	<p>we know that vulnerable pupils are safe in school and have had access to social situations and adult support, attendance is increased as pupils who have been PA are targeted and encouraged to attend and we can ensure that pupils have eaten and are in the best position to learn – also offering a lifeline for families facing financial difficulties.</p> <p>EEF Evaluation of Breakfast Clubs (+2 Months) ‘My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they’re hungry.</p>	
--	--	--

Total budgeted cost: £113,960

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 2023 to 2024 academic year.

Impact on improving pupil progress and outcomes for all

EYFS Good level of development

There was a drop off in our disadvantaged pupils achieving the GDL in Reception last year so more emphasis needs to be put on early reading, communication and interactions.

GLD	2019	2021	2022	2023	2024
Disadvantaged	50%	30%	60%	57%	44%

Year 1 Phonics By the end of Year 1, all of our disadvantaged pupils are confident in phonics and early reading, with all of them -100% of the disadvantaged group - meeting the phonics screen expectations by the end of Year 1.

PHONICS Y1	2019	2020	2022	2023	2024
Disadvantaged	78%	33%	85%	88%	100%

Key Stage 1 Mastery approach to teaching maths alongside mastering number has ensure that our disadvantaged children achieve well. Early writing opportunities need to be built in to close the gap in writing.

	National	All pupils	Disadvantaged
Combined		68%	53%
Reading	68%	75%	63%
Writing	60%	70%	53%
Maths	70%	80%	74%

Key Stage 2

MTC – 6% of our disadvantaged pupils succeeded on the Year 4 MTC

Year 6 Our disadvantaged pupils make rapid progress in writing to reach ARE by the end of Year 6, and the mastery approach to maths is also having a positive impact. A new approach to the teaching of fluency should have a positive impact on our reading outcomes over the coming years.

KS2	National	All pupils	Disadvantaged
Combined	61%	73%	50%
Reading	74%	76%	50%
Writing	72%	79%	58%
Maths	73%	76%	50%

Attendance Figures

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 where barriers are removed.

Cohort	Disadvantaged Attendance
2020-2021	93.1%
2021-2022	91.2%
2022-2023	91.1%
2022-2023	92.6%