

Pupil Premium Strategy Statement – 2021-2024



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	Sherdley Primary School
Number of pupils in school (as at 15/6/22)	448
Proportion (%) of pupil premium eligible pupils (115)	25.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Tony McCoy
Pupil premium lead	Katie Bennett
Governor / Trustee lead	Karen Tilley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,443
Recovery premium funding allocation this academic year	£ 9,660
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	£174,103

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors accept the responsibility for socially disadvantaged children and are committed to meeting their pastoral, social and academic needs. At Sherdley we are committed to 'closing the gap' between identified groups and the pupil premium is a vital part of that process.

The governors and senior leaders reserve the right to allocate pupil premium funding to support any pupil, or groups of pupils, that the school has identified as being disadvantaged.

The plan will be closely aligned to other key strategic plans -Sports Premium -SEND - CPD and whole school development plan.

Our school vision, mission statement and care aims are:

Vision: Growing together, respecting each other.

Mission statement: To inspire children to achieve their true potential in a happy and safe environment.

Core values/aims:

We aim to

- Raise aspirations
- Unlock potential
- Encourage resilience
- Provide a curriculum that is both stimulating, yet challenging

Ensure children, families and staff are all active members of the Sherdley family.

The Pupil Premium will be used to provide additional educational support to overcome barriers to learning. Our main focus will be to ensure quality first teaching and provide additional educational support. We do not allocate personal budgets to specific children, or those eligible for PPG, but identify key priorities that will positively impact on individuals, small groups, large groups or even the whole school, and therefore allocate a budget accordingly.

We aim to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives by directly addressing their barriers to learning. We aim to reduce the academic gap, year on year, between disadvantaged children and those who are not disadvantaged. We will support Pupil Premium children with the opportunities to access school trips and events, so that they are not disadvantaged.

Challenges

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

Challenge number	Detail of challenge						
1	Attendance of Pupil Premium children is lower than that of the non-pupil premium pupils, this impacts on their engagement levels in learning. This has been identified using the school's attendance data.						
		Pupil Premium			Non-Pupil Premium		
	Aut 2019 (Pre Covid)	93.60%			95.25%		
	Aut 2020	94.36%			97.82%		
Aut 2021	91.03%			94.48%			
2	Low levels of communication and language amongst Pupil Premium children, on entry to Pre-school and Reception. This has been identified from baseline assessments and teacher judgements.						
	CL / LAU & S	Meeting Expectation - PP		Meeting Expectation – Non-PP		Gap	
	Current Reception (21-22)						
	Current Y1 (20-21)	33%		64%		31%	
	Current Y2 (19-20)	N/A		N/A		N/A	
3	To increase the average point score in the Year 1 Phonics screening check for PP children. This has been identified from school phonics tracking data.						
	PHONICS	Number of PP children achieving 32+		Number of Non-PP children achieving 32+		Gap	
	Current Y1 (21-22)						
	Current Y2 (20-21)	70%		90%		-20%	
	Current Y3 (19-20)	67%		76%		-9%	
Current Y4 (18-19)	61%		88%		-27%		
4	Reduce the attainment gap in Reading, year on year, for Years 3-5 from Pupil Premium children and Non-Pupil Premium children. This has been identified from the use of standardised tests.						
	READING	Autumn 20	Spring 21	Summer 21	Autumn 21	Spring 22	Summer 22
	PPG	93	87	89	88	93	
	Non-PPG	100	99	101	98	100	
	GAP	-7	-12	-12	-10	-7	
5	Reduce the attainment gap in Maths, year on year, for Years 3-5 from Pupil Premium children and Non-Pupil Premium children. This has been identified from the use of standardised tests.						
	MATHS	Autumn 20	Spring 21	Summer 21	Autumn 21	Spring 22	Summer 22
	PPG	97	88	94	89	89	
	Non-PPG	103	99	101	100	97	
	GAP	-6	-11	-7	-11	-8	

6	As a result of the pandemic, children and families have had limited access to wider enrichment activities, both in school and in the community. This has been identified by data analysis and staff discussion.
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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. Improve the attendance of Pupil Premium children who have an attendance of below 96% - the current attendance for PP children is 91.03% compared to non-PP children at 94.48% (Autumn 21)</p> <p><i>We will measure this impact by regular (termly) monitoring by the Attendance officer</i></p>	<p>Improve the average attendance of PP children, termly</p> <p>Reduce the number of PP children who have attendance below 96%</p> <p>Autumn term – 91% v 94.5% = gap 3.5%</p> <p>Spring term – 89.9% v 91.4% = gap 1.5%</p> <p>Summer 1 - 91% v 91.6% = gap 0.6%</p>
<p>2. Increase the percentage of PP children who meet expected standard by the end of their Reception year</p> <p><i>We will measure this impact by tracking the PP children on Insight, by the EY Lead</i></p>	<p>An increase on previous end of year outcomes</p> <p>2020-21 – 21% achieved</p> <p>2021-22 - % achieved</p>
<p>3. Increase the number of PP children achieving 32+ points in the Y1 phonics screening check</p> <p><i>We will measure this impact by termly tracking by the Phonics Lead</i></p>	<p>An increase in the percentage of PP children passing the screening check</p> <p>Entry 2021 – 0%</p> <p>Autumn 2021 – 0%</p> <p>Spring 2022 - 58%</p> <p>Summer 2022 – 67%</p>
<p>4. To increase the scaled score average between PP and Non-PP children in Reading attainment. Standardised tests will be used to measure impact. Y3-5</p> <p><i>We will measure this impact by tracking the data on Insight, by the Reading Leads</i></p>	<p>The gap between the average scaled score is reduced by improving the PP average scaled score</p> <p>Autumn – 86/98 gap=12</p> <p>Spring – 93/98 gap=5</p> <p>Summer -</p>
<p>5. To increase the scaled score average between PP and Non-PP children in Maths attainment. Standardised tests will be used to measure impact. Y3-5</p> <p><i>We will measure this impact by tracking the data on Insight, by the Maths PPG Lead</i></p>	<p>The gap between the average scaled score is reduced by improving the PP average scaled score</p> <p>Autumn – 89/101 gap=12</p> <p>Spring – 89/96 gap=7</p> <p>Summer -</p>
<p>6. Increase the number of opportunities to access enrichment activities for PP children</p> <p><i>We will measure this impact by monitoring and analyse the number of activities, by the Disadvantaged Lead and feedback from pupils</i></p>	<p>That PP children will gain increased access to a greater range and number of enrichment activities</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: £ 39,959.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Metacognition for all teaching staff	EEF Research into the advantages of Metacognition. Staff need to be up skilled and aware of how best to utilise metacognition within their teaching.	2, 3, 4, 5
Teachers trained to deliver Little Wandle Letters & Sounds	DfE requirement and researched best scheme for Sherdley. Teachers are not trained to deliver the Little Wandle programme.	2, 3, 4
EY teachers attend training on the new EY curriculum for LAU & S	DfE and LA lead courses to prepare for the new RY curriculum from Sept 21. EY teachers require training and support to deliver the new EYFS curriculum.	2
Quality First Teaching - teacher support and CPD to ensure that Reading takes a priority in each classroom. KS2 teachers to engage in CPD development for Reciprocal Reading.	Education Inspection Frameworks increased focus for school in promoting and engaging with reading – ‘reading is prioritised’, throughout school. Through performance management and CPD sessions teachers have identified areas that some support may be required.	4

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

Budgeted cost: £ 96,388.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teacher to deliver interventions and support to identified	EEF Research into small group tuition and the use of Gap analysis within school. In-school GAP analysis has identified specific groups of children who require	3, 4, 5

individuals and groups	gaps in learning closed in order for them to progress further.	
LSAs trained to deliver school-led tuition	DfE and EEF guidance and research, small group tuition. PP pupils have been identified to have gaps in their learning, LSAs will led tuition once they have completed their training.	4, 5
NFER Assessments to benchmark and track children in years 1-6, using standardised assessments to identify progress gaps	EEF Teacher Toolkit and recommendations by Sir Kevan Collins and the DfE on use of standardised assessments. School identified from its internal tracking that a standardised approach was required in order to best maximise progress and attainment of pupils.	4, 5
LSAs trained to deliver the NELI programme	EEF, DfE. Children joining our early years have been identified as having low levels of language development. Staff have been trained to deliver the NELI diagnostic assessments and deliver the 20-week programme.	2
LSA trained to deliver Chatty Words, including site licence	EEF Early Language development research. Staff have identified low levels of very early language development in our Pre-school. Chatty Words has been identified as a resource that can support early language development.	2
Chatty Words - Assessment to be completed at the end of the programme to measure progress (July 22)		
LSAs trained to deliver Little Wandle Letters & Sounds	DfE requirement and researched best scheme for Sherdley. Staff were not aware of how to deliver the Little Wandle content.	3, 4
Little Wandle – new staff in Sept 22 to receive training		
LSAs trained to deliver the maths intervention programme, including licence	EEF research and PPG school-based data analysis. Once children were identified to have the intervention, LSAs need to be trained in order to ensure a consistent approach to the delivery of the programme.	5

Maths intervention – analysis using the end of year Maths data		
EY LSAs attend training on the new EY curriculum for LAU & S	DfE and LA. Specific training has been offered by the local authority to support EY language development, and LSAs are receiving the training in order to support children in class.	2
Appoint a Level 3 LSA to deliver targeted reading interventions to Y2-4	In school data analysis shows that a large number of children are not reading on a regular basis. EEF Teacher Toolkit research around use of Teaching Assistants	4
Reading Intervention - Review end of year data to see impact		
Targeted LSA intervention for CLA children for reading & maths	In school data analysis identifies any gaps in CLA children’s learning, these are addressed in targeted interventions. EEF Teacher Toolkit research around use of Teaching Assistants.	4, 5
Century Tech to provide KS2 home learning/homework materials for Reading, Maths and Science	DfE Education Recovery guidance and EEF Teacher Toolkit – Homework. School has identified that children’s engagement in home learning/homework is sometimes limited, so a more interactive addition to the learning has been sourced.	4, 5
Direct in-class support for PP children by LSAs	EEF Research Toolkit. A proportion of class based LSA time is used to target and support specific PP pupils.	1, 2, 3, 4, 5

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

Budgeted cost: £ 37,756.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer monitors specific attendance of the PP children	Monitoring of on-going attendance in order to engage with families to improve attendance. Previous Ofsted outcome (July 2017). PP pupils have lower attendance figures, targeted family support from the attendance officer.	1

Bring in external authors to promote the enjoyment of reading	Education Inspection Frameworks increased focus for school in promoting and engaging with reading – ‘reading is prioritised’. Need to re-engage with visitors in school following lockdowns, in order to support the school’s drive to improve reading enjoyment.	4
The St Helens Chamber come into school to deliver career aspirations to Y6	EEF Teacher Toolkit research around raising aspirations. In school analysis shows that our children have low levels of aspiration in terms of their future work prospects.	6
Half termly SEND and Well-being Coffee Mornings for parents/carers	SEND and Well-being questionnaires for parents. Questionnaires sent to families identified that parents would like to have support and talk to ‘like-minded’ parents.	6
The appointment and retention of sports coaches to provide activities to promote healthy minds and bodies	Sports Council research and Sports Mark Awards. EEF Physical Activity Toolkit – benefits of health, well-being and physical development.	6
Bring in a range of external providers to enrich the experiences of the children, including those for enhancing cultural capital	Assist with the development and implementation across school of the 2014 N.C. – ‘the essential knowledge pupils need to be educated citizens’.	6
Pastoral Team support – identified staff will be involved in the pastoral support of PP children, including the use of The Hub provision	Pastoral work that supports children’s well-being and mental health.	1, 3, 4, 5, 6
Development and installation of a new KS2 library area to support and promote the love of reading. Provide a quality range of texts for pupils to access	PP pupils sometimes have limited access to quality texts, a new library would offer them a greater range of books, but also a more stimulating environment in which to read and select books.	4
Support for all PP pupils (115) to attend educational and residential trips	PP pupil limited engagement in paid-for activities. PP families difficulties to fund trips and residential	6

Total budgeted cost: £ 174,103.00

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.

There is no available national data to evidence improvement in outcomes for 2020 and 2021.

We started the academic year 2020-21 with 3 transitions days for the whole school, whereby the children started in the previous year group (for 3-days) then transitioned into their correct year group – this was to support children’s return and be able to say good-bye’ to the previous year groups teacher and environment.

On returning to school in September 2020 all children were baselined using Pira and Puma standardised assessment from their previous academic year. This was then used to analyse and identify gaps in pupils knowledge and skill so that we could adjust the curriculum to appropriately target lessons and interventions. We used the White Rose scheme to support this for Maths.

During Autumn term 2020 we saw a significant increase in referrals to specialised services, which included community paed, CAMHS, neuro developmental pathway and behaviour improvement team. Many of these were children in receipt of Pupil Premium.

During the pandemic we did focus our resources to support all disadvantaged groups by offering them a place in school during lockdowns or ensuring that they had access to a suitable device to support home learning.

A robust Remote Learning Plan was put into place that supported children’s learning whilst at home and this was very well received by parents, and positive feedback was received. The data provided showed us that our remote learning offer was supportive of our ambitious curriculum. In addition we also provided many PP families with CGP books to further support learning at home, particularly for those who did not have access to printers. Early Years children were given home learning packs that included resources that could be used at home.

Attendance – Attendance was difficult to monitor due to lockdowns and isolation periods for both bubbles and individuals. However, overall these are comparative figures for Autumn terms 2019, 20 & 21:

	Pupil Premium	Non-Pupil Premium	Gap
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Aut 2019 (Pre Covid)	93.60%	95.25%	-2.25%
Aut 2020	94.36%	97.82%	-3.45%
Aut 2021	91.03%	94.48%	-3.45%

Additional work was carried out by the attendance officer, which included, welfare phone calls and home visits were made by the Attendance Officer. In some cases, this resulted in a vulnerable place being offered and accepted for Pupil Premium children to come into school with Key Worker children.

Progress and Attainment – a key focus has been on supporting the academic progress of our pupil premium children and to do this we employed a teacher to deliver interventions, with a particular focus on phonics. The phonics screening data is:

PHONICS	Number of PP children achieving 32+	Number of Non-PP children achieving 32+	Gap
Current Y2 (20-21)	70%	90%	-20%
Current Y3 (19-20)	67%	76%	-9%
Current Y4 (18-19)	61%	88%	-27%

The percentage of pupil premium children achieving the screening check has increased over the last 3 years.

KS2 SATs – There has been lots of disruption to SATs over the last couple of summers, but our data is:

KS2 SATs	Number of PP children achieving combined R/W/M	Number of Non-PP children achieving combined R/W/M	Gap
Y6 (20-21)	45%	81%	-36%
Y6 (19-20)	Not completed	Not completed	n/a
Y6 (18-19)	20%	55%	-35%

The percentage of pupil premium children achieving the combined increased, however the gap remained roughly the same.

Many of the issues around supporting pupil premium children, and their families, remain the same, however covid has significantly impeded the direct work that we were able to do due to lockdowns and burst ‘bubbles’.

Further information

During Spring Term 2021 the pastoral team supported our vulnerable families with regular (daily and key times) safeguarding check-in calls. A number of these vulnerable families were offered priority places in school during lockdown. The indications from the check-ins were that a number of families were struggled to get or provide food for their families, we put together numerous food hamper and delivered to their homes.

Parents shared the mental health concerns that they were having at home and with these families we made more regular contact, as a means of support and person to speak to.

As part of our graduated approach, where families were not contactable over the phone, home visits were carried out.

The Assistant Head and the pastoral team created a whole project based on the Place2Be guidance, around mental health/loss/transition back into school. This was prioritised during the first part of the school day, every day for 2+weeks.