

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.

School overview

Detail	Data
School name	Sheepy Magna C of E
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	8.5% (pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	David Wright
Pupil premium lead	Alison Field
Governor lead	David Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,470
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	£18,470

Part A: Pupil premium strategy plan

Statement of intent

We aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, ambitious and successful individuals. We ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own values and beliefs and the ability to make appropriate choices and decisions.

We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve with a strong belief in all pupils.*
- Draw on research evidence from our own and others' experience to allocate funding to the activities that are most likely to have a significant impact on improving achievement*
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount*
- Provide well-targeted support to improve attendance, behaviour or links with families where there are barriers to a pupil's learning*
- Facilitate pupils accessing a wide range of enrichment experiences both in and outside of the school day, which will positively impact on their academic achievement and personal wellbeing*

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our pupils eligible for Pupil Premium are not making the progress or attaining at age related expectations in line with the rest of the school, with regards to Reading, Writing and Maths.
2	A lack of enrichment activities contributes to social and emotional issues. Disadvantaged pupils sometimes need broader outlooks and higher aspirations. Ensure all pupils have equal access to educational visits and experiences.
3	Children need to feel safe, to understand their emotions and need nurturing and support before they are able to move on academically. Some pupils who qualify for PP funding have specific SEND / SEMH needs.
4	Some disadvantaged pupils require support with attendance / lateness

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
EYFS and KS1 Pupils who enter EYFS below typical for their age make accelerated progress to ensure they have caught up with national by the end of KS1	Non-SEN Pupils achieve GLD by end of EYFS. Pupils who enter EYFS 'below typical' and who do not achieve GLD by the end of EYFS are supported to achieve national expectations by the end of KS1. SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into KS1.
Y1 Early Reading All pupils achieve the required standards in phonics by the end of Y1	Non-SEN Pupils achieve 32+ in phonics check. SEN pupils make good or better progress from their on-entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2.
Y4 Maths All pupils achieve the required standard in the multiplication check by the end of Y4	Non-SEN Pupils achieve standard. SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6.
More able pupils Support for those to achieve greater depth	Early identification of GDS potential pupils by end of KS1. Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2.
End of KS2 Make good progress and achieve national expectations in reading, writing and maths.	All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area).

	Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.
SEN SEN PP pupils are well-supported and make good personal progress from their own starting points.	Individual needs are swiftly assessed and targeted with timely & appropriate support. High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances.
ATTENDANCE Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	Attendance of disadvantaged pupil group is 95%+ Regular monitoring and swift intervention take place to monitor attendance of all pupils. Good communication between school and home identifies and addresses any barriers to school attendance. Family support worker / other-agency support promptly sought where required.
HOLISTIC & WELLBEING SUPPORT Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in: – improved mental health & well-being; – good levels of activity; – responsibility for own learning and improved self-efficacy increased confidence and access to 'cultural capital' development opportunities.	Observations and monitoring of disadvantaged pupils show good self-esteem or targeted support in place for pupils who require it. Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and completion of homework. Pupils continue to access opportunities to play with children in other classes & year groups through a range of funded & subsidised opportunities including breakfast and after school clubs. Residential, swimming and school trips subsidised/funded so that all pupils can access. Good uptake of a range of opportunities for older pupils to help develop responsibility and build character & confidence (eg. Playground Pals, Sports Leaders, Eco Committee, School Council). Source ELSA support. Continue to offer Drawing and Talking Therapy.

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training, release time & resource purchase for staff in key areas: Sounds Write Phonics – initial training and top up Resources and schemes wider curriculum Writing CPD MELSA training and supervision	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' Quality schemes of work for wider curriculum areas such as computing & art were thoroughly researched by SLT for cost vs impact on teaching & learning by working with other local school and networks. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf Sutton trust ' quality first teaching has direct impact on student outcomes' Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send Training and supervision continue to support the high numbers of pupils in school who requires additional emotional support.	1, 3

Targeted academic support

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create targeted 1-1 intervention for those pupils who require level of support Establish small group interventions for disadvantaged pupils falling behind age related expectations Effective deployment of staff, Teaching Assistants to support key children and year groups. Targeted Interventions in Year 6. Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.' ' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1,3
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Headteacher. Pupil progress meetings termly. Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to on-going, but manageable.'	

Wider strategies

Budgeted cost: £4470

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide disadvantaged pupils with the opportunity to attend out of school clubs Provide disadvantaged pupils with financial support in order to access wider experiences, including music lesson, educational visits, residential, and resources.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance is not a factor for families, they almost always want their children to have these experiences.	2, 4
Emotional support sessions to help children to understand feelings and behaviour and how this impacts on learning self-confidence and friendships.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £18,470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Achievement in reading, writing and maths

There is no progress score for the Y6 cohort due to Covid 19.

End of KS2 results show that pupils in receipt of Pupil Premium Funding achieved well and were working at the expected standard for reading, writing and maths. They were working at a higher standard for grammar, maths and reading.

Improved well-being

Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it.

Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework.

Reduction in referral to emotional support groups.

Pupils access opportunities to play with children in other classes & year groups through a range of funded & subsidised opportunities including After School Club; Breakfast Club.

Residential, swimming and school trips subsidised/funded so that all pupils can access. Emotional Literacy Support Assistant (ELSA) offer and Drawing and Talking Therapy to ensure that children in all phases can access emotional & wellbeing support as required.

Improved attitudes to learning

Monitoring shows that the majority of pupils eligible for PPG behave well in class and on the playground with little or few emotional outbursts.

Phonic awareness and achievement

There were no pupils in Year eligible for PPG. 67% of pupils eligible in Year 2 met the standard.

Attendance

The average attendance of pupils in receipt of PPG was 93.51%. 80% of these were above 92% with 60% above 96%. Some pupils had significant illness during the year.