

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	109
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£18,850
<i>Recovery premium funding allocation this academic year</i>	<i>£2,000</i>
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	£18,850

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	The attendance of pupils in receipt of pp is below that of their peers 94.1% vs 95.1%

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
Progress in reading	Achieve national average progress score in KS2 reading
Progress in writing	Achieve national average progress score in KS2 writing
Progress in maths	Achieve national average progress score in KS2 maths
Improved well-being To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Pupil surveys reflect greater enjoyment and engagement in school. Reduction in referral to emotional support groups. Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
Improved attitudes to learning	Reduction of negative behavioural incidents.
Phonic awareness and achievement	Confident staff. Achievement of phonics testing in line with or above national.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. Attendance target 97% Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (July 2023 2 pupils / 20% of PP eligible)

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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to source books which are matched to the phonics scheme. Training for all staff to implement the new phonics system. Release time and cover for classes.	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	1
Ensure all relevant staff have received training and support to deliver writing effectively. Provide release time for the subject leader to work with staff and cover for the class. Explore and purchase resources and CPD eg Grammarsaurus / Talk for writing Consistent approach to teaching of English across the school.	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 highquality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1
Continue to implement White Rose maths, ensure quality first teaching and a consistent approach across school.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Quality first teaching.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1

CPD to to further improve teaching and learning. Provide small group support	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	
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Targeted academic support

Budgeted cost: £4710

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 4

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 ongoing, but manageable.'	
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Wider strategies

Budgeted cost: £5,500

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.	3
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)	3 4

Total budgeted cost: £18,850

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum, than those of their peers. This was echoed in end of key stage national assessments.

Our assessment of the reasons for these outcomes includes the fact that our pupil premium eligible pupils are also on the SEND register and so struggle to achieve age related expectations.

The overall attendance in 2022/23 was lower than in the preceding years at 95.1%; pupils eligible for the PP Grant attendance was lower at 94.1%, with 2 pupils classed as persistently absent.

Our assessments and observations indicated that although we saw a significant improvement in pupil behaviour, wellbeing and mental health were still being impacted by the knock-on effects of COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider