

Pupil premium strategy statement

School overview

Metric	Data:
School name	<u>Sheringham community Primary School and Nursery</u>
Pupils in school	505
Proportion of disadvantaged pupils	82 (16%)
Pupil premium allocation this academic year	£133,740
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	July 2021
Statement authorised by	Rachael Carter
Pupil premium lead	Jen Tupper
Governor lead	Jill Steward

Disadvantaged pupil progress scores for last academic year 2018/19 results (2019/20 results unavailable due to COVID)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	67%	65% (NA -65%)
% making progress in reading 67% Attainment - Exs 70 % PP	-3.7	-2.1
% making progress in writing 67% Attainment - Exs 79 % PP	-3.3	-1.4
% making progress in maths Attainment - Exs 78% PP 67%	-3.3	-1.4
KS1 Results		National Other
% achieving expected standard in reading, writing and maths	(all 71%) PP 44%	n/a
% achieving expected standard in reading	(all 78%) PP 56%	Tbc
% achieving expected standard in writing	(all 73%) PP 44%	Tbc
% achieving expected standard in maths	(all 79%) PP 56%	tbc
EYFS results		
% achieving GLD	PP 83%	all 77 %

Disadvantaged pupil progress scores for last academic year 19/20

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19

Disadvantaged pupil performance overview for last academic year 19/20

Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19

Strategy aims for disadvantaged pupils 20/21

Measure	Activity
Priority 1	<p><u>Close progress gap in reading with non pp children across all year groups.</u></p> <p>Gap between PP and non-PP attainment and progress in reading to diminish in all year groups. All years groups to track difference between PP and non PP groups.</p> <p><u>AIM: To reduce attainment and progress gap in all year groups in reading.</u></p> <p>(No Cost)</p>
Priority 2	<p><u>Ensure that teaching and intervention is robust and quality in implementation and outcome.</u></p> <p>Ensure that Classroom teachers, support staff and tutoring can provide strategically targeted academic support based on children's learning needs.</p> <p>Use of AFL and PiXL QLA to inform gap and recovery teaching and intervention.</p> <p>Research school 'Developing Really Great Teaching Project'</p> <p>AIM: 85% of all children making expected progress.</p>

Priority 3	<p><u>Begin to Address oral language skills and levels of vocabulary in all children especially PP children across the school (trail Voice 21 in Year 5)</u></p> <p>Raised awareness of importance of oracy – the ability to communicate effectively through spoken language</p> <p>Include oracy within the SIDP for year 2020/2021</p> <p>AIM: To identify whole school oracy benchmarks, aims. Begin programme of oracy development by implementing some of the skills.</p> <p>(No Cost)</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Motivation, concentration, aspiration and resilience towards writing. • Lockdown time away from school and home engagement for disadvantaged children. • Language exposure and oracy skills on entry to school can cause a barrier to learning • Understanding and identification of gaps in learning for PP and non- PP children
Projected spending	25% teaching assistants £77, 131

Teaching priorities for current academic year

Aim	Target KS2	Target date
Progress in Reading	Gap currently 1.6 between PP and No PP group reduce to >1 and closer to NA of 0.	July 2021
Progress in Writing	Gap currently 1.9 between PP and No PP group reduce to >1 and closer to NA of 0.	July 2021
Progress in Mathematics	Gap currently 1.9 between PP and No PP group reduce to >1 and closer to NA of 0.	July 2021
Phonics	Gap currently 16% reduce gap between PP and Non PP group at Year 1.	July 2021
Other	KS1??	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity																																								
<p><u>Priority 1 – Reading</u></p>	<ul style="list-style-type: none"> • Continued development of thematic approach to teaching English through The Literacy Tree inc. guided reading focus using Literacy Leaves • Ensure development of regular opportunities for reading links within and across the new curriculum • Introduce spelling seeds linked to literacy tree as a focus across the whole school. • KS1 phonic books to be provided for children to read at home to enhance decoding skills <p><u>Review:</u></p> <p>English team have completed regular training with Wensum English Hub</p> <p>Literacy Tree Spelling Seeds has been introduced across the school. All KS2 classes using Spelling Seeds.</p> <p>English team have promoted Literacy Tree to develop writing throughout the school. The school has become a flagship school for the scheme. In the summer term other schools came to enquire about the school’s use of The Literacy Tree and impressed by the standard of writing have signed up to start using in September 2021</p> <p>Children have shown an increased enthusiasm and attitude toward writing.</p> <p><u>PV: ‘I really enjoy English and we have had some great books. I like learning with books.’</u></p> <p><u>‘I really enjoyed ‘Hidden Figures’, it was interesting.</u></p> <p>Writing has shown an increase in attainment in the majority of year groups.</p> <table border="1" data-bbox="619 1400 1388 1668"> <thead> <tr> <th>Attainment %</th> <th>YR</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Autumn All</td> <td>5.2</td> <td>58.2</td> <td>76.7</td> <td>63.3</td> <td>75.6</td> <td>63.1</td> <td>72.9</td> </tr> <tr> <td>PP</td> <td>8.3</td> <td>16.7</td> <td>71.4</td> <td>63.6</td> <td>76.9</td> <td>42.4</td> <td>60.9</td> </tr> <tr> <td>Summer</td> <td>58.6</td> <td></td> <td>84.4</td> <td>67.7</td> <td></td> <td>63.7</td> <td>73.8</td> </tr> <tr> <td>PP</td> <td>66.7</td> <td></td> <td>62.5</td> <td>72.7</td> <td></td> <td>42.5</td> <td>54.2</td> </tr> </tbody> </table>	Attainment %	YR	Y1	Y2	Y3	Y4	Y5	Y6	Autumn All	5.2	58.2	76.7	63.3	75.6	63.1	72.9	PP	8.3	16.7	71.4	63.6	76.9	42.4	60.9	Summer	58.6		84.4	67.7		63.7	73.8	PP	66.7		62.5	72.7		42.5	54.2
Attainment %	YR	Y1	Y2	Y3	Y4	Y5	Y6																																		
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<p><u>Priority 2 – Teaching and intervention</u></p>	<ul style="list-style-type: none"> • Learning Champions (teachers) to deliver short focused interventions/teaching sessions to small groups to address areas for recovery and misconception, personalised to the needs of the group based on Teacher and PiXL assessments. • Use of AFL and PiXL to inform recovery teaching, interventions and personalised teaching sessions delivered by teacher and TA support. • Tutoring interventions – NTP 																																								

Review:
Learning Champions:

EYFS LC – supported in class and in small group across EYFS. Trained and implemented new NELI programme in EYFS. Trained and implemented RWINc tutoring Booster interventions

English LC – Reading intervention across years 3-6 Staffing changed throughout the year with a gap due to Covid but resumed in the summer term. Work focused on comprehension and inference skills. PP children and children not making VA progress were in focus groups.

Learning Champion at KS2 – supported Maths during Lockdown through the Google classroom and in small groups in school.

Overall seen online via google classroom or in school during lockdown

Year group	Pupils in year	PP in group	SEN in year	Total children on list for GC	Total who accessed this	PP	Total seen in school	PP	SEN E	SEN K
6	84	24	14	19	18	6				3
5	91	21	15	31	20	6	24	6		2
4	83	13	12	36	8	2				3
TOTALS	258	58	41	86	46	14	24	6	0	8

Learning Champion supported children in school on return to school:

Overall seen face to face

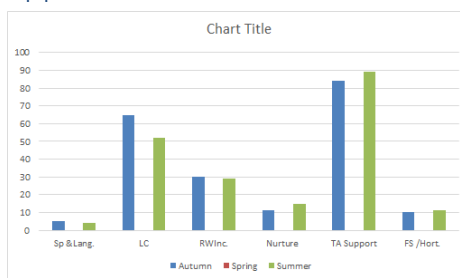
Year group	Pupils in year	PP in group	SEN in year	Total children seen	PP	SEN E	SEN K
6	84	24	14 (7DD)	68	20	1	6
5	91	21	15 (5DD)	75	19	2	12
4	83	13	12 (3DD)	46	8	-	7
TOTALS	258	58	41 (15DD)	189	47	3	25

Maths Club support from Learning Champion run throughout lockdown and on return to school:

Maths Club

Year group	Face to face	PP	SEN	Online	PP	SEN
6	6	2	1	14	4	K
5			1	5	1	E
4			-	11	1	-
3			-	8	2	-
2			-	8	2	-
TOTALS	6	2	2	46	10	2

PPG Provision throughout the school details LC and TA support:



(£18,314 + £2,675)

Priority 3 – Phonic Intervention and language support

- KS1 children to receive additional phonics sessions to close any gaps to ensure that they pass the phonics screening. Targeted support based on need i.e. 1:1 and small group work.
- NELI – Nuffield Early Language Intervention Project.
- Talk Boost – to address gaps in communication and language skills.
- Oracy – Voice 21 - Establish school vision for Oracy across the school and begin to roll out 4 strands elements of oracy to year groups.

	<ul style="list-style-type: none"> Children rediscover how to communicate with each other. <p>Review: RWInc provision can be see on the chart above. Speech and language provision was made available on return to school in the summer term – see chart above. RWInc Tutoring Booster interventions training completed and implemented in EYFS.</p> <p>NELI – training completed and implementation in place in EYFS. 10/20 completed in the summer term with the remaining 10 hours to be completed Autumn term 2021.</p> <p>Voice 21 - Elements of Voice 21 used in Year 5 and shared with Year 5 team. Vocabulary and oracy training completed with the staff. Voice 21 pioneer programme completed. Vocabulary priority to be incorporated into the roll out of the new Curriculum as a result of staff training feedback. Word of week to be introduced linked to Vocabulary Gap. Sentence stems and full sentence answers to be encouraged across the whole school in questioning. PiXL Learning has Voice 21 based resources as part of their package and the PP lead will sign post staff to these as part of the continued work to close the vocabulary gap alongside the English leads.</p> <p>Talk Boost – this programme did not run due to the staffing pressures, covid and the introduction of NELI which essentially replaced it. The children did, however continue to receive Speech and Language support from Speech and language support staff across three mornings.</p> <p>(£500)</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attainment gap in writing Pupil Premium children not on track to make progress in reading, writing and maths are targeted to make accelerated progress and meet targets based on starting points.
Projected spending	£21,489

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Nurture and Wellbeing –</p> <ul style="list-style-type: none"> Forest school and horticulture (50% £7665) Nurture support base providing sessions for groups and individuals to express their concerns and worries in a safe environment and learn coping strategies. (75% - 20,256) <p>Review: Nurture support has included: In house nurturing, drawing and talking, horticulture,</p>

	<p>Nurture Class, ELSA, Lego Therapy, Forest School, MHST, bespoke nurture and ASD sessions.</p> <p>109 (21% whole school) children have accessed this provision of which 37 are PP – 34%</p> <p>DD children have been accessing inclusion via bespoke nurture packages.</p>
Priority 2	<p>Increase Parental engagement with learning and passion for reading through:</p> <ul style="list-style-type: none"> • Learning cafes (once able) or online (£500) • PSA support Increased awareness of PP and application plus attendance support (£9,500) <p>Review:</p> <p>Learning Cafes have resumed online in the Summer term with all year groups encouraged to hold at least one learning café.</p> <p>PSA supporting parents and children across the school Contact made with 42 PP children 43%.</p>
Priority 3	<p>Widen the experiences of those children who may not access other opportunities through:</p> <ul style="list-style-type: none"> • Clubs - before, during and after school • Educational trips and external visitors – (£1500) • Aspiration Fair (Year 6) – (£50) • Music Lessons • Contingency for essentials (£300) • Reading dog • Visiting authors • Wrap around care (£1500) <p>Review:</p> <p>Some clubs were able to resume in the summer term: 18 clubs took place with 163 children attending clubs from year 2 – 6 of which 42 (26%) were PP.</p> <p>Trips and educational visits were put on hold for the year, although a Year 5 and 6 undertook local trips late in the summer term.</p> <p>The year 6 Aspiration Fair was postponed for the academic year due to restrictions on visitors to the school.</p> <p>No visitors to the school meant that the subsidised music lesson, reading dog and visits from authors etc were not possible.</p> <p>Contingency spending – Uniform supplied to one family of three children throughout the year.</p>
Barriers to learning these priorities address	<p>Resilience towards learning – readiness to learn</p> <p>Access to opportunities beyond the classroom.</p> <p>Resources and readiness to learn.</p> <p>External factors supported and provided for.</p>
Projected spending	£41,271

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Monitor the delivery of interventions/ teaching sessions, ensure groups are being targeted for specific learning needs.</p> <p>Ensure that staff are using PIXL assessment QLA analysis effectively to identify learning needs.</p>	<p>PPG actions to be identified and regularly reviewed by teaching and support staff.</p> <p>Pupil progress meetings with staff to discuss attainment and progress of individuals not on track/vulnerable.</p> <p>Staff to use AFL and Pixl assessments inc. QLA to identify needs in termly data drop analysis and target setting.</p> <p>PPG targets to be identified in this process.</p>
Targeted support	<p>Ensure enough time for English lead to monitor and review writing across the school to support staff with implementation of writing focus.</p> <p>Plan time effectively to support professional development of staff in use of Literacy Tree.</p>	<p>English leads to have time to provide CPD and writing to support to staff across school for writing to improve and writing gap to close.</p>
Targeted support	<p>Oracy - Plan time effectively to support professional development of staff in introduction of Voice 21 as an addition to collaborative learning to support linguistic development.</p>	<p>CPD for staff to support with development.</p>
Wider strategies	<p>Ensure that these are happening and that the opportunities are being made available to the PP children.</p> <p>PP lead to Monitor nurture support, parental engagement and wider learning opportunities of the children throughout the year.</p>	<p>Collect nurture Data – collected for SEND lead</p> <p>Pupil voice – collected throughout the year</p> <p>Parental feedback - unable to collect as no face to face contact</p> <p>PSA data</p>