

Pupil premium strategy statement

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

Metric	Data:
School name	<u>Sheringham community Primary School and Nursery</u>
Pupils in school	491
Proportion of disadvantaged pupils	88 (18%)
Academic year or years covered by statement	2021/2
Publish date	November 2021
Review date	July 2022
Statement authorised by	Rachael Carter
Pupil premium lead	Jen Tupper
Governor Lead	Jill Steward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107 040
Recovery premium funding allocation this academic year	£ 12 760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 38 858
Total budget for this academic year	£158 658

Part A: Pupil premium strategy plan

Statement of intent

At Sheringham Community Primary School and Nursery, we believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. We endeavour to provide positive inclusive experiences and in doing so offer stability, safety, and individual care and attention, for all our pupils.

As a result of our understanding of the individual and robust AFL objectives have been set to provide a range of support for all children. In a whole school approach, all staff will take responsibility for the learning experiences and outcomes of our disadvantaged pupils.

We aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To raise the attendance rates of PP children across the school, which in turn will have a positive effect on the learning outcomes of the pupils
- To support our children's health and wellbeing to enable them to access learning
- To provide a rich and varied curriculum encompassing a wide range of experiences and opportunities for all children

Challenges

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

Challenge number	Detail of challenge
1	<i>In school assessments and AFL has shown that PP attainment and progress are not at expected rate in line with Non-PPG in RWM based on KS1 results.</i>
2	<i>Social and emotional Health barriers of identified PP children with SEND. PP children with identified SEMH and SEND needs is at 26% of PP group. Resilience and learning behaviours of this group have are identified in observations, discussions, and assessments.</i>
3	<i>Attendance statistics of PP children is lower compared to non-PP children in most year groups. Resilience and attitude towards attendance lacks positivity. Data figures show this is lower than non-PPG in most year groups and will impact on the disadvantage pupils progress. This will widen the attainment gap with attending non pp pupils.</i>
4	<i>Identified academic gaps due to school closure during the Covid-19 pandemic for disadvantaged pupils compared to non-disadvantaged pupils will need additional support during this academic year. In school assessment and AFL have shown that the school closures had an impact on the learning of some of the PPG and that learning gaps have increased.</i>

5	<p><i>PPG children may not have access to the wider experiences of the non-PPG children – provide opportunities for access to: clubs, trips, experiences in school etc</i></p> <p><i>Many of the children do not have access to some of the wider experiences. This was made more difficult for families in the last 18 month due to the current situation.</i></p>
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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
<i>PP children to achieve ARE and progress at the rate of non-PP children in RWM</i>	<p>PP children achieve outcomes matched to those of non-PP peers in school and at national level.</p> <p>Knowledge gaps are addressed through QFT and adapted learning.</p> <p>Expectations raised.</p> <p>At KS1 and KS2 outcomes show that X% PP meet ARE in RWM.</p>
PP children identified to have SEMH needs linked to the SEND register to receive support through school-based nurture team and MHST.	Approaches used to have a positive impact on the SEMH needs of the individuals evidenced through qualitative data from pupil voice, teacher observations of soft outcomes and Boxall profiles.
Attendance of PPG to improve across the school	<p>Increase in PP attendance monthly. Reduce persistent absentees.</p> <p>Attainment of PP children is increased across the curriculum as a result of improved attendance.</p> <p>Gap with non-PP pupils is reduced in all year groups.</p>
PP children academic learning gaps identified through diagnostic assessments are addressed.	<p>In school attainment gaps to be identified through diagnostic assessments, including observations, retrieval quizzes, hinge questions.</p> <p>Groups to be supported in class and through interventions.</p> <p>Attainment gaps with non-PP pupils in RWM as identified above and in Year group pupil progress meetings to be reduced.</p>
Increased access and participation in extra-curricular activities enhances social skills, confidence and knowledge and skills of pupils.	Wider opportunities to are available to PPG.

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: £ 6875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and monitor delivery of the new whole school curriculum. Through structured staff CPD ensure that staff are equipped to deliver QFT of the new CAREs curriculum.</p>	<p>EEF High Quality Teaching evidence, linked to EEF PP guidance and metacognition and self-regulation evidence</p> <p><i>'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</i> EEF PP Guidance</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>Revisit and ensure that all staff have CPD to deliver collaborative learning across the whole curriculum. Through this ensuring that PP children have opportunities to gain attainment outcomes matched to those of non PP peers.</p>	<p>Evidence shows that a collaborative learning approach may benefit pupils by providing opportunities to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p>EEF summary of evidence report – Collaborative learning approaches.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 4</p>
<p>Continue to embed the staff understanding of a Maths mastery approach across the school. Enhancement of our maths teaching and learning curriculum and planning in line with DFE guidance, NCETM and Maths Hub training. Mastery CPD for staff, Maths Hub Mastery Training and the introduction of Mastering Number at KS1</p>	<p>A Mastery approach across the school in all areas of the curriculum especially maths aims to provide learning with deeper thinking, collaborative learning and opportunities to narrow the attainment gap.</p> <p>EEF summary of evidence report – Mastery learning</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>Staff CPD in SEMH support and how to develop a positive whole school ethos which will support greater engagement in learning.</p>	<p>SEMH interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>They will support pupils in their work with (and alongside) their peers, teachers, family or community.</p> <p>EEF summary and evidence report – social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 2</p>

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

Budgeted cost: £ 106 312.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted NELI support (oral language skills) at EYFS and Year 1 – EYFS learning champion to deliver remaining sessions to Year 1 and new sessions to identified Year R children. PP and non-PP children to be identified and supported.</p>	<p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p>EEF summary of evidence report – oral language interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>RWInc tutoring intervention – LC and TAs to support and deliver intervention in reading in and phonics where gaps are identified.</p>	<p>Evidence suggests that some disadvantage children may not develop phonological awareness at the same rate as their peers, having been exposed to fewer words spoken and books read in the home.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>EEF summary of evidence report – Phonics Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>KS1 Intervention Teacher – 1:1 and small group support for identified groups to close learning gaps and support class based learning in RWM. PP children and LAP to gain attainment outcomes matched to peers.</p>	<p>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.'</p> <p>EEF summary of evidence report – small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>KS2 Intervention Teacher – 1: 1 and small group support for identified groups to close learning gaps and support class based learning in Reading and Maths. PP children to gain attainment</p>	<p>See above</p> <p>EEF summary of evidence report – small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>

outcomes matched to peers.		
KS2 learning Champion Maths – in class, 1:1 and small group support for identified groups to close learning gaps and support class based learning. PP children and LAP to gain attainment outcomes matched to peers.	See above EEF summary of evidence report – small group tuition and individualised instruction. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 4
Use of PiXL and AFL to inform gaps in learning, interventions and personalised teaching sessions required to be delivered by teacher or TA support. Teaching assistants to deliver 'scoop' catch up sessions and/or targeted interventions informed by diagnostic assessments.	See above EEF summary of evidence report – small group tuition and individualised instruction. Small group tuition EEF (educationendowmentfoundation.org.uk) Evidence has shown that teaching assistants who provide one to one or small group targeted interventions can show a positive benefit. There is also evidence that teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale. EEF summary of evidence report – Teaching assistants Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 and 4
Provision of a Homework club requested through pupil voice to provide a place for support with homework activities in school.	Pupils eligible for free school meals typically receive additional benefits from homework. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework. EEF Summary evidence report- homework Homework EEF (educationendowmentfoundation.org.uk)	1,2,4 and 5

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

Budgeted cost: £ 45471

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Inclusion index covers range of support to be delivered across the school which includes: <ul style="list-style-type: none"> Nurture class Horticulture Forest school Lego ELSA 	'SEMH interventions in education are shown to improve SEMH 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.' EEF summary and evidence report – social and emotional learning and Outdoor adventure learning Social and emotional learning EEF	2

<ul style="list-style-type: none"> • Drawing and Talking • Therapeutic play <p>Provision to provide for groups and individuals to express their concerns and worries in a safe environment, learn coping strategies and have opportunities to engage in healthy relationships with peers and adults away from the classroom.</p>	<p>educationendowmentfoundation.org.uk)</p> <p>Evidence shows that participation in physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. This can have a positive impact in all areas.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>MHST – to provide sessions for identified children and families</p>	<p><i>‘SEMH interventions in education are shown to improve SEMH 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.’</i></p> <p>EEF summary and evidence report – social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Increase Parental engagement PPG learning through:</p> <ul style="list-style-type: none"> • PSA support for families with attendance, FSP and safeguarding processes • Learning cafes 	<p><i>‘SEMH interventions in education are shown to improve SEMH 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.’</i></p> <p>EEF summary and evidence report – social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage.</p> <p>EEF summary and evidence report –Parental engagement</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2 and 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 • Aspiration Fair (Year 6) • Music Lessons • Contingency for essentials • Reading dog • Visiting authors • Wrap around care 	<p>EEF summary and evidence report – aspiration, outdoor adventure learning, physical activity.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge.</p>	2, 4 and 5

	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ £158 658

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Throughout lock down all PP and disadvantage children and families were provided with regular contact by teaching, support and leadership staff.

On return to school welling package was used to support all children and the SEMH team have provided support for individuals who have needed additional.

Diagnostic assessments of retrieval quizzes, pre-learning mapping, hinge questioning, Yark reading assessments and PiXL assessments have been used to identify areas of academic learning need.

QFT, scoop, interventions, 1:1 and small group support strategies put in place to support all children.

RWInc tutoring has been put in place to support those of need of phonics boost.

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
Maths Whizz	Whizz Education
Pixl Interventions and assessments	PiXI Learning
White Rose Maths Premium resources	White Rose Maths
Tackling Tables Games and Tackling Tables Online	Tackling Tables
YARC – reading comprehension	York reading