

Pupil premium strategy statement – Sheringham Community Primary School and Nursery

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Sheringham Community Primary School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	93/443 – 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 (year 2) 2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rachael Carter
Pupil premium lead	Jen Tupper
Governor / Trustee lead	Alec Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112 185 + services £ 640
Recovery premium funding allocation this academic year	£ 11 890
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 57 787
Total budget for this academic year	£ 182 502

Part A: Pupil premium strategy plan

Statement of intent

At Sheringham Community Primary School and Nursery, we endeavour to provide positive inclusive experiences for all our pupils and in doing so provide a school that offers stability, safety, and individual care and attention. It is our aim through our CARES curriculum that all pupils will make progress, work to their potential and feel proud of their achievements, irrespective of the challenges they may face to learning. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

The primary focus with this strategy plan is to support our pupils with their challenges to learning and provide a range of opportunities for them to achieve their potential.

As a result of our understanding of children's individual needs and robust AFL, objectives are 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 the outcomes of our disadvantaged pupils.

Our approach will be responsive to the identified challenges of individuals and groups.

We aim:

- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- 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	<p>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 and KS2 results.</p> <table><tr><td>EYFS</td><td>GLD</td><td></td><td></td></tr><tr><td>PP</td><td>55%</td><td></td><td></td></tr><tr><td>Non-PP</td><td>63%</td><td></td><td></td></tr><tr><td>KS1</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP</td><td>58%</td><td>33%</td><td>50%</td></tr><tr><td>Non-PP</td><td>73%</td><td>64%</td><td>71%</td></tr><tr><td>Progress</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>KS2</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP</td><td>60%</td><td>55%</td><td>50%</td></tr><tr><td>Non-PP</td><td>74%</td><td>73%</td><td>79%</td></tr><tr><td>Progress</td><td></td><td></td><td></td></tr></table>	EYFS	GLD			PP	55%			Non-PP	63%			KS1	Reading	Writing	Maths	PP	58%	33%	50%	Non-PP	73%	64%	71%	Progress								KS2	Reading	Writing	Maths	PP	60%	55%	50%	Non-PP	74%	73%	79%	Progress			
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2	<p>Social and emotional Health barriers of identified PP children with SEND. PP children with identified SEMH and SEND needs is at 31% of PP group. Resilience and learning behaviours of this group are identified in observations, discussions, and assessments.</p>																																																
3	<p>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 progress of disadvantage pupils. This may widen the attainment gap with attending non pp pupils.</p> <p>In academic year 2021-22 attendance rates were: Whole school 93.12% PP- 91.38 Persistent Absentees – 19% PP – 34.5%</p>																																																
4	<p>Identified academic gaps, for disadvantaged pupils compared to non-disadvantaged pupils need additional support.</p> <p>In all year groups, in year group teacher and formal assessments recorded on pupil asset show that 'all' pupils are attaining higher than the PP pupils across RWM with the exception of Year 4 reading. This is for ARE and GD. All teachers are to target PP pupils for supported teaching groups, targeted feedback, identified action plans to narrow attainment gap.</p>																																																
5	<p>PPG children may not have access to some of the wider experiences of the non- PPG children – aim to provide opportunities for access to clubs, trips, experiences in school etc</p> <p>Many of the children do not have access to some of the wider experiences. This was made more difficult for some families in the last 18 month and the aim is to restore opportunities for pupils to access wider enriching experiences.</p>																																																

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
Academic gap for PP children with Non PP group to close and PP children to achieve ARE and expected progress in line with non PP and NA in Reading, Writing and Maths.	<p>PP children achieve outcomes matched to those of non-PP peers in school and compared to national level.</p> <p>Knowledge gaps are addressed through QFT and adapted learning.</p> <p>Expectations of pupils and teachers are raised.</p> <p>At KS1 and KS2 outcomes show that 65% PP meet ARE in RWM.</p> <p>Depending on KS and NA ARE.</p>
PP children identified to have SEMH needs linked to the SEND register are to receive support through school-based nurture team and/or MHST.	<p>Approaches used are to have a positive impact on the SEMH needs of the individuals. This is to be evidenced through qualitative data from pupil voice, teacher observations of soft outcomes and Boxall profiles. Progress measured on entry and exit observations made by teachers and nurture team.</p>
Attendance of PPG to improve across the school.	<p>Increase in PP attendance monthly. Reduce persistent absentees.</p> <p>Attendance support to be given to families by PSA.</p> <p>Attainment of PP children to be increased across the curriculum as a result of improved attendance.</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 and individuals are to be supported in class and through interventions. Attainment gaps with non-PP pupils in RWM as identified above and in Year group pupil progress meetings to be reduced.</p> <p>Staff to use Pixl and informal assessment to identify attainment gaps of PP children, these to be used to drive interventions and scoop.</p> <p>Record of these to be shown on PP actions as recorded on PP provision map.</p> <p>PP provision map throughout the year shows that interventions and additional groups are in place.</p>
Increased access and participation in extra-curricular activities enhances social skills, confidence and knowledge and skills of pupils.	<p>Wider opportunities to be made available to PPG.</p> <p>Clubs participation to be in line with previous years.</p> <p>Support PP children with educational experiences: 100% accessing trips and an increase in support for residential trips.</p> <p>Wider opportunities were made available to children across the school with match previous years club provision of at least 24 clubs being made available at different times across the school day.</p> <p>Within these 24 clubs aim to reach at least 60 % of PP children attending at least one or more clubs. Academic year 2021-22 saw 52% of PP pupils attending one or more clubs.</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.

Evidence supported by Education Endowment Fund (EEF) Toolkit

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT – Curriculum 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. (CAREs – Community, Aspiration, Resilience, Emotions, Skills and knowledge)	EEF High Quality Teaching evidence, linked to EEF PP guidance and metacognition and self-regulation evidence '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.' EEF PP Guidance EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2fic4wvo1iusb.cloudfront.net) 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. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1 and 4
Collaborative Learning Re-establish expectations and processes around collaborative learning across the whole curriculum. Through this ensuring that PP children have opportunities for collaboration which will support with attainment outcomes matched to those of non PP peers.	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. EEF summary of evidence report – Collaborative learning approaches. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1,2 and 4
Feedback Establish expectations and processes around class feedback.	Evidence shows that feedback involving self-regulatory approaches may have a greater impact on PP pupils and lower attainers than other pupils. Pupils require clear actionable feedback to employ metacognitive strategies as	1, 2, and 4

Through this ensure that PP pupils receive quality feedback which identifies strengths and moves learning on and providing strategies for improvement.	<p>they learn, as this information informs their understanding of their specific strengths and their areas for improvement, thereby indicating which learning strategies have been effective for them in previously completing work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Mastery</p> <p>Continue to embed the staff understanding of a Maths mastery approach across the school.</p> <p>Enhancement the maths teaching, curriculum and planning in line with DFE guidance, NCETM and Maths Hub training.</p> <p>Embed the Mastering Number Programme within EYFS and KS1 to build Number Sense.</p>	<p>A Mastery approach is used 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>Deeper thinking Tasks are used in all areas of the curriculum to allow children to go deeper into their learning.</p> <p>EEF summary of evidence report – Mastery learning Mastery learning EEF (educationendowmentfoundation.org.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1 and 4
<p>Guided Reading</p> <p>Develop the use of guided reading and establish quality reading comprehension strategies across the school.</p> <p>Provide CPD for all staff in reading strategies to focus learners' understanding on the written text.</p> <p>Embed the use of VIPERS across guided reading</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2 and 4
<p>Oracy and vocabulary</p> <p>Staff to have CPD in Oracy and to be able to plan deliberate and strategic opportunities to ensure oracy and vocabulary skills develop.</p> <p>Develop a system for learning key vocabulary.</p> <p>Foster a culture of oracy embedded the four strands: physical, cognitive, linguistic, social and emotional.</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>	1,2 and 4

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

Budgeted cost: £ 109 437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language Intervention and NELI (Nuffield Early Literacy Intervention) 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.	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. EEF summary of evidence report – oral language interventions Oral language interventions EEF educationendowmentfoundation.org.uk	1 and 4
RWInc tutoring intervention – (Read Write Inc) LC (Learning Champions) and TAs to support and deliver intervention in reading in and phonics where gaps are identified.	Evidence suggests that some disadvantaged 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. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF summary of evidence report – Phonics Phonics EEF educationendowmentfoundation.org.uk	1 and 4
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 outcomes matched to peers.	See above EEF summary of evidence report – small group tuition Small group tuition EEF educationendowmentfoundation.org.uk	1 and 4
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
Personalised Learning Use of PiXL and AFL to inform gaps in learning,	See above EEF summary of evidence report – small group tuition and individualised instruction.	1 and 4

<p>interventions and personalised teaching sessions required to be delivered by teacher or TA support.</p> <p>Teaching assistants to deliver 'scoop' catch up sessions and/or targeted interventions informed by diagnostic assessments.</p>	<p>Small group tuition EEF educationendowmentfoundation.org.uk</p> <p>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</p> <p>Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p>	
<p>Homework Club</p> <p>Provision of a Homework club to provide a place for support with homework activities in school.</p>	<p>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</p> <p>Homework EEF educationendowmentfoundation.org.uk</p>	1,2,4 and 5

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

Budgeted cost: £ 53892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH</p> <p>Inclusion index covers range of support to be delivered across the school which includes:</p> <ul style="list-style-type: none"> • Nurture class • Horticulture • Forest school • Lego • ELSA • Drawing and Talking • Therapeutic play • Music Therapy <p>Provision to provide for groups and individuals to express their concerns and worries in a safe environment, learn coping strategies, and to have opportunities to engage in healthy relationships with peers and adults away from the classroom.</p>	<p>'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.'</p> <p>EEF summary and evidence report – social and emotional learning and Outdoor adventure learning</p> <p>Social and emotional learning EEF 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>	2
<p>MHST – to provide sessions for identified children and families</p>	<p>'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</p>	2

	<p>academic attainment.' EEF summary and evidence report – social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Parental Engagement</p> <p>Increase Parental engagement PPG learning through:</p> <p>PSA support for families with attendance, FSP and safeguarding processes</p> <p>Learning cafes</p>	<p>'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</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 –</p> <p>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 Therapy • 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> <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>	2,4 and 5

Total budgeted cost: £ 167 829

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of PP Academic Year 2021/22

Challenge 1 – PP attainment and progress is not in line with non-PPG

Whilst attainment continues to maintain and in some cases increase a gap across reading, writing and maths, PP pupils are making progress as shown though in school PiXL data and pupil asset results.

EYFS	GLD		
PP	55%		
Non-PP	63%		
KS1	Reading	Writing	Maths
PP	58%	33%	50%
Non-PP	73%	64%	71%
Progress			
KS2	Reading	Writing	Maths
PP	60%	55%	50%
Non-PP	74%	73%	79%
Progress			

Pupils themselves have discussed how they feel they are making progress with their work through pupil voice interviews.

This area of challenge will be carried forward on this strategy for a second year with a view to closing the gaps in attainment across the school.

Challenge 2 – SEMH barriers identified in 26% of children with SEND.

This has been a positive approach and has had an impact on the SEMH of the PP group. The number of children accessing the provision has increased due to the increase in offer available and the school's ability to provide more for the needs of the children in this group.

68 children from across the school accessed the nurture provision at any given time throughout the year for a specified reason of which 24 were PP 35%. All of these were identified as SEND for SEMH need.

1 PP child had an EHCP

4/24 - 16% were LAC /PLAC children

In detail:

8/24 - 33% accessed the nurture group

12/24 - 50% morning start

12 /24 50% PP identified with SEMH need accessed Forest school

Challenge 3 - Attendance statistics of PP children is lower compared to non-PP children in most year groups.

Attendance figures for the academic year are:

Attendance Data for PP - Whole school attendance 93.12

PP attendance 91.38

Persistent absentees - Whole school 98 (19%) of which 66 (67%) had covid

PP - 38 (34.5%) PA

An attendance support worker was employed part way through the year to support with this area. She has worked with the families of 28 children of which 15 were PP -53% of these families 9/15 had a positive outcome and have shown improved attendance. This work is ongoing, and this barrier will carry forward on this strategy for another year.

Learning Cafes have resumed on a skeleton basis. A whole school cafe events took place for Number Day and World book day welcoming parents back into school to share in their children's work. The feedback from these events was positive and the plan is for year group events to start in the new school year.

" It was lovely to be back in the school looking at all of the children's work." PP Parent.

" These events are good as we can see what the children are doing and we can talk with them about their work. Thank you." PP parent

Challenge 4 - 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.

Academic gaps have been identified for disadvantage children compared to non-disadvantaged pupils, these pupils will continue to receive support. This barrier will continue, although these gaps may not be due necessarily to school closure in the first instance, there may still be areas that children need support with.

Throughout the year children have had support through NELI, RWInc Tutoring, Learning champion (maths), KS2 English Tutor group support.

NELI – Nuffield Early Literacy Intervention

RWInc – Read Write Inc

Challenge 5- PPG children may not have access to some of the wider experiences of the non- PPG children

A wide range of clubs were made available to children across the school in the academic year 2021/22 . There were 24 clubs made available to all key stages across the school at differing times of the school day. The clubs were aimed to meet a range of needs from art, sewing, Maths pottery, drama, film, chess, warhammer, dance, guitar, recorder, handbells, choir and a wide range of sports. Of these clubs 52% of PP children attended at least one club and 24% of PP pupils attended more than one club throughout the academic year.

In response to PV conversations a homework club will be organised for the new academic year.

" Help in school with homework would be good. My mum can't always do my work and if I am stuck then I can't do it. A homework club would work." PP Pupil

The reading Dog has returned to the school with opportunities for children to spend time reading to him both in Nurture for small, targeted groups and within the wider school for selected children.

Wrap around facilities (Bright Stars) has been provided for individual families on a need-by-need basis.

Trip and residential support packages have been given to individuals on a need by need basis.

The year 6 aspiration fair did not take place this year due to the ongoing concerns regarding visitors into school, the plan is for this to be resumed in summer 2022.

In response to individual need music therapy sessions are being explored for the academic year 2022-23.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths Whizz	Whizz Education
Pixl Interventions and assessments	PiXI Learning
White Rose Maths Premium resources	White Rose Maths

Times Tables Rock Stars	Maths Circle
YARC – reading comprehension	York reading