

Pupil premium strategy statement – Sheringham Community Primary School

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
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	90 (22%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 (year 3) 2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£114,945.00 + £670 (2x forces)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,180 (carry forward £1,647.22) Total: £13,827.22
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£20,220.06
Total budget for this academic year	£148,992.28

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. At the heart of our approach is High-quality teaching and targeted support. This is proven to have an impact on closing the disadvantage attainment gap whilst being a benefit to all of our pupils.

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	In school assessments and AFL has shown that PP attainment and progress are not at expected rate, in all areas, in line with Non-PPG in RWM based on KS1 and KS2 results.

2	<p>Social and emotional Health barriers of identified PP children with SEND. PP children with identified SEMH and SEND needs is at 24% of PP group. (SEND is 42%)</p> <p>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.</p> <p>Current data: FSM 93.62% Non-FSM 93.62% National all: 95.2%</p> <p>Resilience and attitude towards attendance lacks positivity. This gap in attendance in most year groups and will impact on the progress of disadvantage pupils and may widen the attainment gap with attending non pp pupils.</p>
4	<p>Identified academic gaps, for disadvantaged pupils compared to non-disadvantaged pupils need additional support through identified timely adaptations and interventions.</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>

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, targeted scoop, interventions and adapted learning.</p> <p>Expectations of pupils and teachers are raised.</p>
PP children identified to have SEMH needs linked to the SEND register are to receive support through school-based nurture team.	<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 teacher observations of soft outcomes evidenced in RAG rating on actions grids. 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. Attendance support to be given to families by PSA.</p>

	Attainment of PP children to be increased across the curriculum as a result of improved attendance.
Identified academic gaps, for disadvantaged pupils compared to non-disadvantaged pupils need additional support.	<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 through QFT, in class adapted learning and through targeted scoop and 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> <p>Staff to use Pixl and informal assessments to identify attainment gaps of PP children, these to be used to drive scoop and interventions. Records 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. Actions to be RAG rated and revised at regular intervals.</p>
Increased access and participation in extra-curricular activities enhances social skills, confidence and knowledge and skills of pupils.	<p>Support PP children with educational experiences: 100% accessing trips and an increase in support for residential trips.</p> <p>Wider opportunities to be made available to children across the school to match previous years club provision of at least 30 clubs being made available at different times throughout the school day.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

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 ensures that staff are equipped to deliver	<p>EEF High Quality Teaching evidence, linked to EEF PP guidance and metacognition and self-regulation evidence</p> <p>'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</p>	1 and 4

<p>QFT of the new CAREs curriculum.</p> <p>(CAREs – Community, Aspiration, Resilience, Emotions, Skills and knowledge)</p>	<p>successful school and should rightly be a top priority for pupil premium spending.' 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>Collaborative Learning</p> <p>Re-establish expectations and processes around collaborative learning across the whole curriculum.</p> <p>Through this ensuring that PP children have opportunities for collaboration which will support with 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. EEF summary of evidence report – Collaborative learning approaches.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2 and 4
<p>Feedback</p> <p>Establish expectations and processes around class feedback.</p> <p>Through this ensure that PP pupils receive quality feedback which identifies strengths and moves learning on and providing strategies for improvement.</p>	<p>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 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>	1,2, and 4

four strands: physical, cognitive, linguistic, social and emotional. Ensure the consistent use of sentence stems by all stake holders,	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 101,944.70

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 sessions to Year R children. PP and non-PP children to be identified and supported. WellCom to support speech and language development across the school.	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 through regular AFL and RWInc monitoring.	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 learning Champion Maths – in class, 1:1 and small group support for targeted, identified pupil groups to close	See above EEF summary of evidence report – small group tuition and individualised instruction.	1 and 4

learning gaps and support class based learning. PP children and LAP to gain attainment outcomes matched to peers.	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Personalised Learning Use of PiXL and AFL to inform gaps in learning, interventions, scoop 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
Homework Club Provision of a Homework club 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: £ 46,273.85

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 	'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.'	Area 2

<ul style="list-style-type: none"> • 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>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>	
<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 – Parental engagement</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2 and 3</p>
<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 	<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</p>	<p>2,4 and 5</p>

<ul style="list-style-type: none"> • Educational trips and external visitors • Music Therapy • Contingency for essentials • Reading dog • Visiting authors • Wrap around care 	<p>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>	
Current costs so far: £ 151,218.55		

Total budgeted cost: £151 218.55

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of PP Academic Year 2022/23

Throughout the year there was an increase in PP children in the previous academic year - 4% pupils. This was as a result of regular conversations with parents, PSA work with families and letters sent to encourage parents to apply for PP funding.

Challenge 1 - 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.

Results 2023

EYFS	GLD		
PP	57%		
Non- PP	64%		
KS1	Reading	Writing	Maths
PP	75%	56%	63%
Non- PP	73%	64%	73%
Progress			
KS2	Reading	Writing	Maths
PP	50%	69%	75%
Non- PP	72%	73%	75%
Progress			

Attainment Data shows that the gap between PP and Non PP pupils has decreased on academic year 2022/23 in all areas across the school with the exception of EYFS where the gap in the main is the same and KS2 Reading where the Gap has increased slightly. This is seen as a success and is due to the increased awareness of the importance of PP pupil focus by all staff across the school.

This area of focus will continue for a third year to maintain the impact and embed the achievement on keeping the gap closed.

Challenge 2 - 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.

This has been a positive approach and there has been 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.

Nurture and MHST support continues to be a strength in the school.

In 2022/23:

23/102 PP (23%) pupils received some nurture support, 10 of these were on a 1:1 basis.

In school there are 72 pupils registered as PP/SEND of these pupils 50 (68%) accessed nurture in the year 2022/23. This included access to regular Speech and language and PSA support.

2 PP pupils have had access to the Mind and Mood MHST group.

The provision offer is ever increasing and evolving to meet the needs of the pupils.

Nurture support includes: drawing and talking, ELSA, music therapy, Desty, morning start, lunch support, 1:1 interventions, ELSA group, Nurture group, Forest School, Horticulture, Anxiety support group,

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

An attendance support worker worked to support families across the school. There is currently support for 27/102 PP families. In the year 2022/23 there was an improvement in the attendance of 5 families. Regular letters and contact with families has seen an increase in the awareness of the need for positive attendance.

Percentages show:

Whole school attendance (based on Primary schools) 94.23% National: 94%

FSM attendance (based on all schools) : 92.62% National: 88.6%

Whilst the school FSM attendance is still below that of the whole school figure it is higher than the national FSM attendance figure. There is also an improvement in these figures in the academic year 2021/22. (see above)

Within the school there are : High expectations and a whole school culture promoting good attendance, home school agreement including attendance statement, regular attendance awards, support offered to families, family check-ins and visits to absentees.

This work is ongoing, and this barrier will carry forward on this strategy for another year.

Challenge 4 - Identified academic gaps, for disadvantaged pupils compared to non-disadvantaged pupils need additional support.

Maths learning champion put much work into the MTC checks and results showed that 7/53 PP pupils scored greater than 20 and 2 PP pupils scored full marks. This was an improvement on the 2021/22 scores. (2021/22 only 4 pupils scored full marks 0 PP)

Barriers for disadvantage are identified across the school on PP action plans with soft outcomes and quantitative outcome of RA, SA, Pixa scores noted to track pupil achievements.

KS2 Tutor - worked with and supported groups of children for maths and reading in these groups there were 12% PP pupils for reading and 15% PP pupils for maths. Throughout the year these pupils made progress in interim assessments and reported in pupil voice that the group work supported their confidence. In the final KS2 assessments 100% of the PP pupils seen for maths achieved ARE for maths and 50% of the PP pupils seen for reading achieved ARE.

KS2 learning Champion worked with and supported 77 pupils across years 3-6 for interventions and support, 26/77 34% of this group were PP pupils and 16 20% of these pupils were PP/SEND.

The learning Champion also ran a revision club for maths SATs preparation 30% of the pupils attending the club were PP.

In KS2 SATs of all of the pupils in the revision club 76% achieved ARE in maths and of the PP pupils 75% achieved ARE.

Pupil voice from a selection of these pupils suggested that they find the support helpful and a boost to confidence.

When talking with the pupils and observing them in the club they reported that they felt it was an environment that supported them.

'Gail helps me to understand better.'

'I can ask Gail to show me again after the lesson, then I get it.'

The gap in PP and NON PP at KS2 SATS closed from 29% to 0%

Challenge 5 - 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

Clubs still offer a wide range for PP pupils.

30 clubs offered across the school in academic year 2022/23 (increase of 6 on previous year)

51/104 (49%) PP pupils attended at least one club

26/104 (25%) PP pupils attended at least more than one club.

This is in line with previous year,

New Wine church outreach Book Club 4PP attending

Residential trips Year 6 Pupils were subsidised on residential trip to How Hill

Term time trips: PP pupils were supported on:

- Year 5/6 trip to Norfolk Show
- Year 3 Caste trip
- Year 2 Encanto trip
- Year 5 History trip to West Stow
- Year 4 North Norfolk Railway Trip

Events were held to support the PPG throughout the Year. There have been two events aimed at supporting PP pupils in the community. A bedtime reading cafe took place at the Lighthouse church aimed at encouraging parents to read to their children. This was well attended and all the pupils left with a book to take home. Attendance was .

A breakfast learning cafe aimed at promoting a healthy breakfast and trying new food groups was delivered in school. This too was very well attended and there was really positive feedback from parents and families who attended.

Additional:

Reading Dog continues to attend when possible and provide SEMH and reading support for pupils' inc. PP pupils across the school.

Wrap around care has been provided for families on a need -by -need basis.

Letter drops to encourage more PP take up.

Christmas and food support

- 19 families in total supported of these families 17 were PP.
- 10 families have received Toys and Tins donations
- 9 families have received Christmas box with food vouchers
- In addition 3 families have received electric support and food parcels from the food bank.

Externally provided programmes

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