

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Sherborne Primary School
Number of pupils in school	317 Pupils
Proportion (%) of pupil premium eligible pupils	27% (86 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Ian Bartle (Headteacher)
Pupil premium lead	Felicity Griffiths (Deputy Head)
Governor / Trustee lead	Bethan West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112038
Recovery premium funding allocation this academic year	£10,079
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

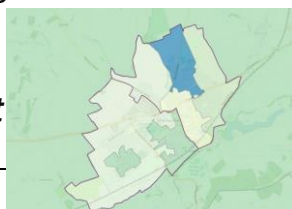
At Sherborne Primary School, our Pupil Premium Strategy will enable disadvantaged learners to succeed whether they need support or challenge through exercising our high expectations for each child's personal and academic growth.

We will ensure that all teaching staff are involved in the analysis of data, observations, moderations and discussions linked to identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We use research to inform our choices taking into consideration the context of our school and subsequent challenges faced, in turn acknowledging common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context



Sherborne Primary School is a community school located in the North of Dorset. Our school sits in the 5th most deprived area in Dorset. We have 11 classes in school with 2 reception classes and 3 classes in Years 1/2, 3/4 and in 5/6.

Our area of Sherborne, northeast of the town, is among the 30 percent most deprived neighbourhoods nationally. ***(This was also confirmed by our IDSR / Ofsted who stated that SPS is within the lowest 20% for deprivation)***

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore achieve GCSE's in English and Maths.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between disadvantaged and non-disadvantaged pupils
2	Safeguarding due to chaotic family lives and social services involvement
3	Readiness for learning and engagement
4	Weak Language and Communication skills meaning extra phonic and writing support is needed. Writing remains a priority for improvement across the school.
5	To improve the Social, Emotional and Mental Health of identified PP children (SEMH).
6	To improve our attendance data

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
1- Closing the attainment gap	Data will demonstrate a reduced gap at data and pupil review meetings.
2- Safeguarding	For children with safeguarding involvement to have the same opportunities and outcomes as all other children in the school.
3- Readiness to learn	Three identified sub areas: -Children in EYFS to catch up from their low baseline on entry to reception. -Early intervention for language and literacy support enables children to close the gap to age related expectation. -Self control exhibited through following Strong Relationship Policy across school for PP children not identified as SEND.
4- Improved writing attainment	For children across the school to develop better language, reading and phonic skills and therefore have better attainment in writing and ability to apply reading, grammar and phonological skills.
5- Emotional Needs of children- improved SEMH for identified PP children.	PP children with identified Social, Emotional Mental Health (SEMH) barriers to have effective ELSA and counselling support programmes as appropriate to their need.
6- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: - the difference between disadvantaged pupils and their non-disadvantaged peers having reduced absence rates - the percentage of all pupils who are persistently late being reduced

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: £31157

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment <i>Teacher training and release time.</i> <i>Linked to CPD and funded through CPD budget</i>	Improve assessment activities across the school leading to how data and pupil intervention can be delivered by Teachers to support pupil progress. Making assessment data robust and deciding as a school a relevant assessment cycle is key to achieving reliable data that plays an active part in moving children on. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Catch Up Teaching in Maths and Writing <i>A contribution towards staffing £10510</i> <i>Forest School Teacher Cover by LSM £807</i> <i>Forest school teacher funded through sports funding</i> <i>£1000 various resources</i>	Catch up teaching has proven to be great value for money at SPS with excellent results being achieved in 2021-23. The aim is so that disadvantaged children can excel with more opportunity for targeted support. Small group tuition EEF (educationendowmentfoundation.org.uk) Our Forest School Programme continues to be a fundamental approach in helping our disadvantaged pupils achieve more from school. This programme is aimed at significant year groups in KS1 to support our children's readiness for school and the ability to learn. The New Economics Foundation (NEF) evaluated Forest School and how it makes a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	3,4,5 & 6

	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. EEF- Reducing Class Size	
Speech and Language S&L Support £15439	The use of the TA to support Sp and L intervention in EYFS classes and NELI training NELI is designed to identify children's language needs early and then provide children with targeted language support to ensure the fundamental foundations needed for good language and social and emotional development that then inform literacy and numeracy skills are developed. The Education Endowment Foundation latest trial published in May 2020, involving 193 primary schools found; -children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. -It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. -Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.	3 & 4
Phonics/Reading/Get writing Get Writing £705 (3x easy buy packs) AR £1500 MyOn £1000 RWI £196	Embed RWI phonics scheme by continuing the programme and developing through extending into spelling follow on scheme- RWI spelling for Year 4 this current academic year. In KS1 the classes will now use Get Writing (September 2023) to help embed what children are learning in their writing. Phonics EEF (educationendowmentfoundation.org.uk) Accelerated Reader as a scheme continues to support children in developing a love of reading and myON continues to support PP children at home by offering a further accessible online library of books.	1,3 & 4

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

Budgeted cost: £61132

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA- led intervention to support the acquisition of reading fluency. £ 20595	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teacher assistant interventions Tool: Professor Tim Raskinski's 'Multidimensional Fluency Scale' to offer quick and manageable diagnostic assessment and work towards improving different dimensions of reading fluency,	1 & 4
Additional phonics sessions <i>Targeted support for disadvantaged pupils who further require further phonic support in EYFS & KS1.</i> £20595	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics Toolkit Strand Education Endowment Foundation EEF	3 & 4
Additional Group Teacher- School led <i>Targeted support in KS2</i> A contribution towards staffing £5531	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 & 4
Pastoral Tutors £5531	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This strategy also links to targeted intervention as above, the school utilises teachers to offer 1:1 support and/or small group tuition for transition and self regulation strategies / social interaction management.	2, 5 & 6
Speech and Language Intervention (See speech and language Teacher)	S&L Teacher to support children in Reception and Year 1 who have weak language and communication skills through targeted intervention. This is to develop their vocabulary and sound acquisition in order to verbalise and socialise with more ease. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.	3

Doodle Maths Doodle Maths £1670	After carefully analysing of our maths curriculum over the last two years, we have realised that many of our children and in particular disadvantaged children struggle to retain basic maths concepts Doodle maths is powered by Proxima creates every child a personalised work programme tailored to their strengths and weaknesses. It revises the areas they're finding challenging and consolidates what they already know, helping to top-up and maintain their learning. At the same time, it makes sure that every child is working in their zone of proximal development (the area between what they can and can't do without help). By setting work at just the right level of challenge, Proxima enables all children to work independently and experience success, helping to boost their confidence. EEF- using Digital Technology	1 & 3
Computing programmes to support reading and spelling Clicker £900 Nessy £150 Reading Eggs £360	Small targeted interventions for reading and spelling using Reading Eggs, Reading Eggspress and Nessy We have used these programmes in previous years to support our disadvantaged children and they have proved very successful due to their nature. Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning. EEF- using Digital Technology	1, 3 & 4
Dorset Reading Partners £300	Dorset Reading Partners recruits, trains, equips and supports volunteers to provide tailored literacy support to young readers in primary schools across the county. Since 2006 their enthusiastic, committed and professional team of volunteer reading partners has helped thousands of Dorset children to become more confident, fluent and engaged young readers. The Reading Partner Role	1, 3 & 4
ELSA & Service Children Currently 17 Service children (6%) Contribution towards staffing cost £5000 Staff training £500	The ELSA programme is a tailored intervention designed to support the social emotional and mental health needs of children and young people. It is typically delivered by school support staff trained in relevant psychological theory. We have found ELSA helps to bring together our Service family children to aid them in sharing unique situations pertinent to their families and giving them a sense of wider community. ELSA Network research	2, 5 & 6

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

Budgeted cost: £31599

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance <i>See PSA below</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1, 2, 5 & 6
Parent Support Advisor <i>PSA £28,596</i> <i>£1003 various resources</i> <i>Uniform Grants £228</i>	We know parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. The EEF states that good parental engagement can make learning gains of +3 months over the course of a year. As it can be a challenge to involve parents in children's learning, our PSA makes sure that excellent relationships are formed with some of our most hard to reach families. How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice	1, 2, 5 & 6

Total budgeted cost: £122116

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.

Awaiting national data - group outcomes

Internal data for Pupil Premium (Insight) 2022-23 shows:

Reading Progress: Non PP +0.1, PP + 0.1 = Good progress for both groups

Writing Progress: Non PP +0.2, PP + 0.1 = Good progress for both groups but less so for PP children.

Maths Progress: Non PP +0.2, PP + 0.1 = Good progress for both groups but less so for PP children.

These are very pleasing outcomes for all children based on the educational experience over the last 12 months. All children have made accelerated progress and progress of PP children is at least inline with non PP children in reading. Progress is more accelerated in non PP groups in Writing and Maths and this will be monitored in our next year's work to close the gap.

In our service children groups Writing Progress and Maths progress is inline with non service children groups. However reading while progress is good is not inline with non-service children. Our work in this area can be targeted over the next year to support those children towards closing the gap.

Reading Progress: Not-Service +0.1, Service 0.0 = Good progress for Not Service and expected progress for Service Children.

Writing Progress: Not-Service +0.2, Service + 0.2 = accelerated progress for both groups

Maths Progress: Not-Service PP +0.2, Service + 0.2 = accelerated progress for both groups

Significantly our FSM children are inline with not- FSM children in Maths progress and excel in reading progress in comparison to not- FSM. However the data shows that these children while making good progress are not yet level with not- FSM children in writing progress.

Reading Progress: Not- FSM +0.1, FSM + 0.2 = accelerated progress for FSM and good progress for not-FSM

Writing Progress: Not-FSM +0.2, FSM + 0.1 = accelerated progress for Not FSM and good progress for FSM

Maths Progress: Not FSM +0.2, FSM + 0.2 = accelerated progress for both groups

Note from Insight: The figures shown on the report (e.g. +0.1, -0.1) represent the average progress score of the group. Each pupil that maintains their assessment level is assigned 0, those that move up a band get +1, those that move down a band get -1. These individual scores are averaged. Note: these are simple measures for guidance and are not the same as the published DfE progress scores.

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
Doodle Maths	Doodle Learning