

Pupil premium strategy statement: Sharples Primary School

| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|---------|--|-----------|
| School | | | | | |
| Academic Year | 2020-21 | Total PP budget | £48,420 | Date of most recent PP Review | Feb 2021 |
| Total number of pupils | 201 | Number of pupils eligible for PP | 33 | Date for next internal review of this strategy | July 2021 |

| 2. Achievement and attainment 2018-19 No Statutory assessment Summer 2020 due to COVID group size – KS1 4 children, KS2 7 children | | | |
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| | <i>Pupils eligible for PP 2018-19 Expected/higher standard</i> | <i>Pupils not eligible for PP 2018-19</i> | <i>School attainment 2019</i> |
| % achieving in reading, writing and maths | KS1 33%/0% KS2 78%/22% | KS1 63%/11% KS2 67%/14% | KS1 60%/10% KS2 70%/17% |
| % at ARE in reading | KS1 67%/0% KS2 89%/33% Progress KS1-KS2 6.6 | KS1 70%/22% KS2 76%/38% Progress KS1-KS2 1.8 | KS1 70%/20% KS2 80%/37% Progress KS1-KS2 3.2 |
| % at ARE in writing | KS1 67%/0% KS2 78%/44% Progress KS1-KS2 5.9 | KS1 74%/19% KS2 81%/29% Progress KS1-KS2 2.3 | KS1 73%/17% KS2 80%/33% Progress KS1-KS2 3.4 |
| % at ARE in maths | KS1 33%/0% KS2 89%/22% Progress KS1-KS2 0.9 | KS1 74%/19% KS2 76%/19% Progress KS1-KS2 0.7 | KS1 70%/17% KS2 80%/20% Progress KS1-KS2 0.8 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Starting point low for communication and language impacts on learning across the whole curriculum |
| B. | 41 % of pupil premium children have SEN, 28% of pupil premium children are on education health care plans (above national) |
| C. | PPG children without SEND outperformed non PPG in last academic year when assessments took place (July 2019) in reading and writing but underperformed in maths |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for PPG pupils was 95.65% and for Non-PP pupils attendance was 96.9% (period September to February) This could impact negatively on both the attainment and progress of our PPG children. Attendance for all children was 95.4%. |

Note school closure due to COVID means that an annual attendance data is not possible to calculate for 2019-20

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Maintain the improved percentage of attendance to be at least in line with national at 95.8% (2018)% Figures to be reviewed regularly in line with COVID | Attendance of PPG children will be at least in line with national at 95.8% |
| B. | PPG children with SEN are supported to make effective progress. | PP children with SEN make at least national average progress for all children with SEN – Reading -1.5, Writing -2.2, Maths -1.5. |
| C. | PPG children with no SEN are supported to make effective progress. | PP children with no SEN make at least national average progress for all children with no SEN – Reading 0.3, Writing 0.5, Maths 0.4 |
| D. | PPG children with no SEND will have improved attainment to be in line with all pupils nationally in combined reading, writing and maths (2019 65%) | Combined reading, writing and maths attainment at least 65% |
| E. | Increased parental engagement of PPG families to enhance learning both at home and in school. An exciting wide curriculum to enrich learning including indoor and outdoor learning, visits and visitors which may be virtual | Engagement of parents during remote learning, feedback communication systems used (class dojo messaging), parental conferencing engagement, attendance at virtual class assemblies evidenced through twitter feed and face book, telephone discussions with the parents not engaging increase engagement, home visits impact on engagement |

5. Planned expenditure

Academic year **2020/21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|--|--|--------------------------------------|
| <p>Accelerated progress of lower achieving pupil premium children at upper key stage 2 in reading, writing and maths</p> | <p>Temporary one year TA3 position in year 6 to support in class and provide cover. This enables class teacher to deliver focused interventions. Transition teacher from High school to deliver weekly intervention with focus on reading and writing. Additional 1:1 reading</p> <p>Year 5 interventions delivered by experienced HLTA including additional booster sessions</p> <p>Additional 1:1 reading with TA all Key Stage classes for lowest 20%</p> | <p>Consistently low achieving cohort evidenced by internal and external data. High levels of pupil premium.in upper key stage 2</p> | <p>Monitoring by SLT of planning, pupil books and observation. Assessment points moderated and attainment and progress reviewed and actioned as required (termly).</p> | <p>J Samways</p> <p>M Slater (English) A Lloyd (Maths)</p> | <p>Nov Jan Mar</p> |

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| | Additional teaching assistants to provide in class support and focused intervention small group teaching.- catch up funding TA1 fixed term position Year 5 & 6 Fresh start phonics programme delivered by adults | | | | |
| Improved levels of communication and language in EYFS and Key Stage 1 in order to enhance pupil's responses in reading, writing and maths. | Communication Champion to complete WELCOMM assessments with targeted children and use to plan and deliver focused intervention programme. | Entry levels to EYFS and Key Stage 1 evidence low attainment and specific individual need. | Monitoring by SLT of planning, pupil books and observation. Assessment points moderated and attainment and progress reviewed and actioned as required (termly). | | Nov Jan Mar |
| Improved levels of communication and language of pupil premium children with SEN across school in order to enhance pupil's responses in reading, writing and maths. | Teaching assistants supporting pupil premium children with SEND | Education Health care plans of PPG children with SEN identify communication and language needs and requirement of specialist language provision | Monitoring by SLT & SENCO of planning, pupil books and observation. Assessment points moderated and attainment and progress reviewed and actioned as required (termly). | | Nov Jan Mar |

Total budgeted cost £35,000

ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Good attendance enables all children have the best possible opportunities. Improved understanding of parents through greater engagement.</p> | <p>Rigorous monitoring of attendance by SLT with action including phoning home, letters home, home visits, meetings in school (virtual) including Early Help. Parent forum group formed to establish what parents would like from school including supporting learning and social events. Drop in 'stay and play' in EYFS, 'stay and learn' in years 1-6, parents invited in to observe class curriculum assemblies and curriculum PE dance performances.(subject to national and local restrictions)</p> | <p>National data shows that attendance for PPG children can be below that others. Previous year's school data for attendance evidences that the attendance of PPG is below that of other pupils.</p> | <p>SLT weekly review attendance data for all children with targeted vulnerable group identified.</p> <p>Member of SLT performance management target and review.</p> | <p>J Samways</p> | <p>Weekly</p> |

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| <p>Children have the skills and knowledge to manage their own wellbeing both inside and outside of school.</p> | <p>Art of Being Brilliant wellbeing curriculum delivered to all KS2 classes</p> | <p>There is a clear need to help school-aged children manage their wellbeing both inside and outside of school, acknowledged by experts and the government. Young people are growing up today in a time of massive change and experiencing significant wellbeing challenges. They don't all have the skills and behaviours to help them cope. There are significant issues around the pandemic and extended absence from school for some pupils</p> | <p>Teachers in class alongside Nuffield health professionals. Teachers receive lesson plans and resources in advance. Pupil voice through school council and monitoring of PHSE lead used to measure impact.</p> | <p>J Samways A Briggs</p> | <p>At end of 6 week programme for class Weekly for 1:1</p> |
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| <p>Opportunity to access rich and engaging wider curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> | <p>New teaching resources, subscriptions, and equipment such as musical instruments, PE equipment, humanities resources purchased. Greater range of extracurricular provision including sport, music, languages, STEM, art, computing. Annual visit from theatre group. School visits and visitors used to enhance learning. Focused curriculum challenge days with local schools. Artist in school provision. Redevelopment of school grounds including school allotment, Forest School and outdoor pursuits.</p> | <p>Provide opportunities that otherwise children would not get enhance learning and equip them with transferable skills to apply in other aspects of current and future life.</p> <p>All subject to local and national restrictions, virtual experiences provided where feasible</p> | <p>High quality resources, specialist teaching expertise (in-house and external providers).</p> | <p>J Samways</p> | <p>As in school improvement schedule</p> |
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| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>Children develop new friendships, learn new skills and gain</p> | <p>All pupils to access at least one extracurricular opportunity this year. Specialist teaching of classes in music</p> | <p>Children will benefit from this year on year and gain new silks and experiences they wouldn't have otherwise.</p> | <p>Monitoring of pupil take up and commitment, pupil questionnaires, pupil voice by PHSE lead termly.</p> | <p>J Samways V Hamer A Briggs</p> | <p>Half termly</p> |

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| confidence and resilience. | including whole class ukulele | | | | |
| Children gain new skills and experiences and a love of the outdoors. | Classes have access to learning outdoors including the allotments and forest school | Many PPG children do not have access to a garden or opportunity to grow vegetables. | Experienced staff deliver to targeted groups, monitor behaviour and motivation through in house systems. | A Briggs V Hamer | Half termly |
| Total budgeted cost | | | | | £28000 |

