



## Pupil premium strategy statement

### Sheerhatch Primary School

This statement details our school's use of pupil premium (and recovery 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	126
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	22nd November 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Cheryl Williams
Pupil premium lead	Oliver Cresswell
Governor / Trustee lead	Mary Whitehead

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,045
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,045

## Part A: Pupil premium strategy plan

### Statement of intent

At Sheerhatch Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within our school, some of whom are not eligible for pupil premium funding, may at any point during their schooling life, require additional support and intervention. We aim to create an inspiring environment to meet our pupils' pastoral, social and academic needs. Along with every child in our care, a child who is in receipt of the pupil premium is valued, respected and supported to receive a full and enriching educational experience.

**To continue to ensure the outcomes for pupils in receipt of pupil premium are in line with those of peers in school across the curriculum.**

There is a whole school focus on ensuring quality first teaching in every classroom. Using the EEF guidance to maximise learning [1. High-quality teaching | EEF](#) there will be a clear expectation that pedagogical strategies in the classroom are effective for all learners and that appropriate scaffolds are used to support all learning. The implementation of Read Write Inc as a progressive phonics scheme from early years ensures that the children gain the phonic, reading and writing foundations they require to support their learning across the curriculum and through their learning journey at Sheerhatch Primary School.

**Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

Sheerhatch Primary School is working with the Harpur Trust to support the wellbeing needs of our children and families who require additional support. From January 2025, a family support worker will be available one day per week. A non-class based SENDCo is available three days per week to provide SEND support to class teachers and children. All children are formally assessed termly to ensure that learning is retained; gap analysis ensures that teaching content is adjusted to meet the needs of the children.

## Challenges

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

Challenge number	Detail of challenge
1 Outcome	Some pupils will benefit academically from tuition and support, to ensure they make equal progress with their peers.
2 Attendance	Attendance levels for those children in receipt of free school meals is currently 8 percentage points lower than those children not in receipt of FSM

## 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
To continue to ensure the outcomes for pupils in receipt of pupil premium meet at least the national average at key assessment points.	Pupils in receipt of funding achieve at least national levels in EYFS, phonics screening and end of key stage 2 assessments.
To raise the level of attendance for children in receipt of pupil premium to the national average.	Pupils in receipt of pupil premium attend school regularly and on time. Children enjoy school and receive quality first teaching on a consistent basis.

## 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.

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

Budgeted cost: £37,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development of all staff</i>	<a href="#">1. High-quality teaching   EEF Principles of Instruction: Research-Based Strategies That All</a>	1

	<a href="#">Teachers Should Know, by Barak Rosenshine; American Educator Vol.</a> All classroom based staff understand what is quality first teaching.	
<i>Small group (evidence based) intervention and tutoring.</i> Led by AHT, TA support	EEF research paper on the benefits found from conducting small group interventions. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120</a>	1
<i>Phonics delivery using RWI scheme.</i> Led by Headteacher	EEF paper on the benefits of using RWI as a phonics scheme <a href="#">Read Write Inc. Phonics - trial   EEF</a>	1
<i>Reading fluency interventions</i> Led by AHT	EEF blog on how reading fluency can positively impact learners. <a href="#">EEF blog: Shining a spotlight on reading fluency</a>	1

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

Budgeted cost: £0 (funded by Harper Trust)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>FACES/FFYP</i> Family support worker 1 day a week to meet with children and families to support attendance and/or wellbeing needs.	EEF study into the use of family support workers. <a href="#">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF</a>	1 & 2

**Total budgeted cost: £37,045**

## Outcomes for the previous year:

and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Outcome
To continue to ensure the outcomes for pupils in receipt of pupil premium are in line with those of peers in school across the curriculum.	Pupils in receipt of funding achieve the predicted levels of development on the school internal data. Pupils in receipt of funding achieve in line with their peers in the phonics screening, MTC and KS2 end of unit assessments.	Phonics -not achieved, introduction of RWI phonics to address.  MTC- not achieved.  KS2-not achieved.
Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.	Number of pupils using the service provided falls as the academic year goes due to being in a clearer, more focused mindset for their learning in a classroom.	Achieved. PP use of service was reduced to nothing by the end of the academic year.
To ensure that all pupils in receipt of pupil premium have the opportunities and experiences that school life can provide.	Attendance and participation in extracurricular activities increases to 97% for pupils in receipt of funding.	Achieved. PP numbers participating in clubs rose by 25% by the summer term.