

Pupil Premium Strategy Statement 2023-2024



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	Sheet Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Robinson
Pupil Premium Lead	Maddy Child
Governor Lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,585
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,585

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to meet the individual needs of every child to instil enthusiasm and to provide a positive and memorable primary school experience. We strive to deliver a contemporary curriculum that is challenging, inspiring and relevant for their future. We strive to develop an ethos of high expectations of every child, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, we aim to provide all children with the opportunity to achieve their potential and provide full access to the rich extra-curricular provision on offer. These aims provide the necessary skills for our children to adapt to the variety of situations life puts before them, and to establish positive and lasting relationships based on mutual respect wherever they are in the world.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, we will;

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Overall Progress of PP pupils is lower than Non PP – particularly across KS2
2	Gaps in learning due to lack of engagement during periods of home learning
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
4	Lower levels of achievement in literacy and maths for most PP children – attainment gap between PP and non-PP
5	Lower levels of participation in extra-curricular opportunities.
6	Lower attendance levels and punctuality of PP children
7	Concerns around the mental-health and well-being of some PP children.
8	Lacking cultural capital and low aspirations.

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
<ul style="list-style-type: none"> Improve pupil progress and outcomes for all and especially for key cohorts. 	<p>Gap between attainment of disadvantaged and non-disadvantaged pupils is diminishing</p> <p>Gap between progress of disadvantaged and non-disadvantaged pupils is diminishing</p> <p>Disadvantaged achieve at least in line with national disadvantage data.</p> <p>Rigorous systems in place to identify any needs for intervention. Evidence that interventions are impacting.</p> <p>Drop-in observations show disadvantaged children are engaged and applying themselves.</p> <p>Catch-up sessions are implemented consistently where gaps in learning are identified.</p>

<ul style="list-style-type: none"> Improve pupil behaviour for learning and engagement in lessons in order to maximise progress and improve the numbers of children achieving ARE 	<p>PP students to achieve expected progress across KS2 (1.00 points on internal tracker)</p> <p>Percentage of PP children achieving ARE at KS2 is in line with national.</p> <p>Drop-in observations show disadvantaged children are engaged and applying themselves.</p> <p>Work scrutiny shows children are taking pride in their work and achieving quality & quantity in outcomes.</p>
<ul style="list-style-type: none"> Close the gaps in attainment that have developed as a result of disruption to learning due to lockdown. 	<p>In school data shows accelerated progress.</p> <p>Work scrutiny shows identified gaps are beginning to close.</p> <p>Tracking systems shows gaps and catch-up provision is well-focused and matched to need.</p>

Disadvantaged Children Progress - October 2023 data

Reading		Writing		Maths	
ARE & within broad ARE		ARE & within broad ARE		ARE & within broad ARE	
At ARE+:		At ARE+:		At ARE+:	
Average Progress:		Average Progress:		Average Progress:	
Accelerated Progress:		Accelerated Progress:		Accelerated Progress:	

<ul style="list-style-type: none"> PP attendance meets the school's attendance target of 96% <p>Action to continue</p>	<p>The attendance of PP learners meets the school target of 96%.</p> <p>Head Teacher analyses attendance data regularly and works closely with families to improve attendance.</p> <p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these. Staff proactively report attendance concerns to Head Teacher.</p> <p>Systems in place to promote and celebrate good attendance and ensure children understand the importance of good attendance.</p>
<ul style="list-style-type: none"> Provide meaningful support for emotional health and well-being of children. 	<p>All children who need emotional support are identified and supported.</p> <p>Two staff are fully ELSA trained</p> <p>Class teachers are confident to support emotional health and well-being as part of their in class provision.</p> <p>Children (and parents) report positive impact of support in place.</p>

<ul style="list-style-type: none"> • Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience in order to improve aspirations. 	<p>All PP children attend at least 1 residential visit during their time with us.</p> <p>All PP children given the chance to learn an instrument – encourage take-up.</p> <p>All PP children given the opportunity to represent their school.</p> <p>Additional swimming lessons for PP children.</p> <p>All PP children have a champion/mentor.</p>
<ul style="list-style-type: none"> • Parents/carers of PP pupils are engaged in school, aware of their child’s learning and understand how to support their child. 	<p>The attendance of PP parents/carers at Parents’ Evenings is at that of non-disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop pupils early reading and writing skills and ensure strong progress through both key stages.</p> <p>Prioritise reading in infant classes through developing use of Little Wandle phonics reading scheme to ensure all disadvantaged children can read with automaticity, understanding and accuracy by the end of Year 2</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> <p>See SIP Priorities 1, 2 and 4</p>	<p>1,2,4.</p>

<p>Embed the Mastery Maths Curriculum and align the teaching of maths across the school to ensure strong progress across all key stages. We will continue to fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Number Sense maths fluency to be rolled out and embedded across all school year groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>See SIP Priority 3</p>	<p>1,2,4.</p>
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p> <p>SIP Priority 1</p>	<p>1,2,4.</p>
<p>Develop provision for SEND, ensuring quality first teaching and appropriate intervention to maximise progress. This year to join the Big Inclusion Project across Hampshire in order to train all adults in SEND strategies to enhance teaching and learning and meet the needs of all children.</p> <p>This year embed <i>Big Inclusion Training</i> and develop SLCN in Early Years and effective Dyslexia teaching in KS2.</p>	<p>Research suggests that the greatest influence on educational and social outcomes for children with SEN is their classroom teacher.</p> <p>Teachers to further develop a repertoire of strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p> <p>Special Educational Needs in mainstream Schools – EEF pdf</p> <p>SIP Priority 1, 2, 4</p>	<p>1,2,4.</p>

Further develop LSAs to maximise their support in the classroom and across the school during intervention time in specific areas.		
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading +6 months. SIP Priority 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4,8

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve Y1 standard	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. SIP Priority 2	1,2,4,8.
Improve the writing curriculum offer as detailed in the SIP, to ensure teaching identifies and addresses gaps in learning.	Strong writing skills are essential to future success and learning as children move to the next stage of their education. SIP Priority 4	1,2,4,8.
Embed use of and consistency in teaching across infant classes the	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	1,2,4,8.

use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF SIP Priority 2	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure PP pupils access and regularly attend clubs and events.</p> <p>Financial support for trips & residential visits.</p> <p>After-school clubs funded.</p> <p>Music tuition funded.</p> <p>Transport provided to extra-curricular opportunities.</p> <p>Investigate with small schools group opportunities for enhancing life experiences</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p>	5,7,8
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,4,8
<p>Equipment, uniform and subject supplies.</p>	<p>Removing potential barriers to participation increases attendance.</p>	6,7,8

<p>Train for and Increase ELSA time and opportunities for supporting SEMH within classrooms.</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7,8</p>
<p>Improve family home school communication and relationships by supporting potential attendance barriers such as uniform, fuel and food hardship</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Teachers contact families to arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress</p>	<p>3,6,7,8</p>
<p>Sustain a system of checks, support and class incentives for improved attendance to school.</p>	<p>There is a strong negative link between absence and attainment particularly in KS2.</p> <p>DfE link between absence and attainment</p>	<p>1,4,6,8</p>

Total budgeted cost: £17,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the school, termly assessments supported teacher observations to inform provision. White Rose pre and post data, PUMA reading comprehensions, benchmarking and NFER spelling tests enabled recovery programmes to be delivered at the correct academic level to identified PP children.

End of year PUMA and SATS assessments showed that PP pupils across the school achieved as follows:

Whole School	DA/PP (16)	SEND (15)	Non-SEND (75) in y1-6	EAL (2)	COHORT (90) less EYFS	GAP between DA/Cohort July 2023
Reading	1.2	1.4	1.1	1	1.1	+0.1
Writing	1.2	1.2	1.05	1	1.05	+0.15
Maths	1.2	1.1	0.9	1	0.9	+0.3

In house GAP data shows that disadvantaged children at Sheet Primary outperform the non-disadvantaged children in all subjects across the school.

National GAP data shows a GAP of 3.2.

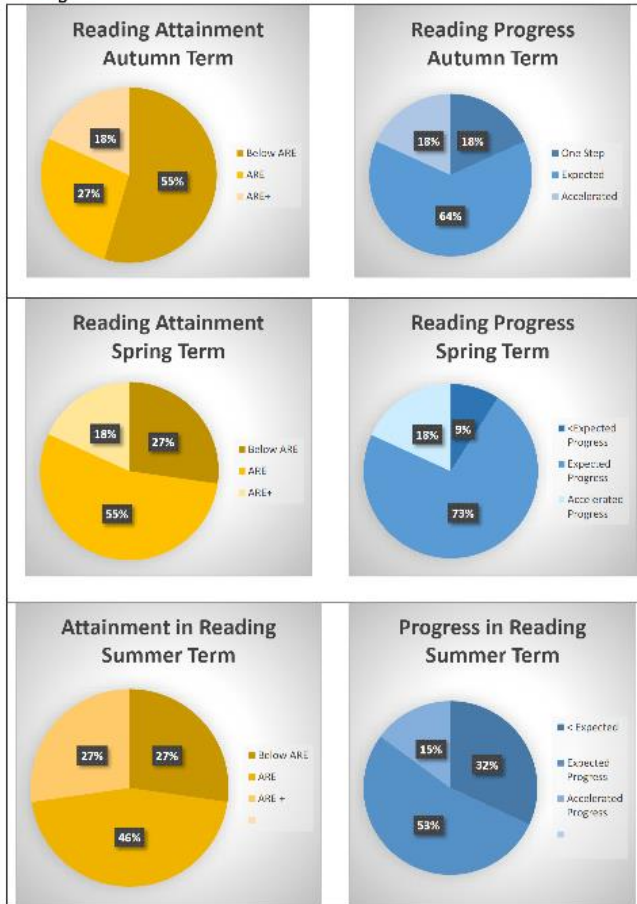
Data for National Disadvantaged groups has not yet been published at the time of writing this report.

		School	National
KS2 SATs Results	Reading Achieved Standard	88%	73%
	Reading High Attainers	31%	
	Writing Achieved Standard	81%	71%
	Writing High Attainers	13%	
	Maths Achieved Standard	88%	73%
	Maths High Attainers	31%	
	RWM Combined	75%	59%

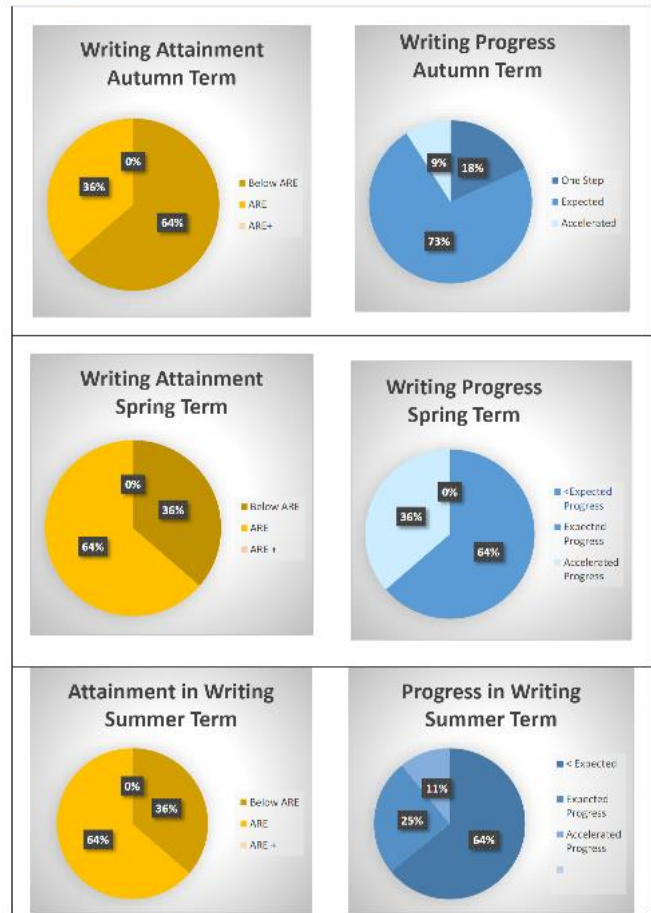
Pupil's attitude to learning remains high and engagement is good.

Charts below show the attainment and progress of PP children throughout the year using thrice yearly data drops and points for analysis.

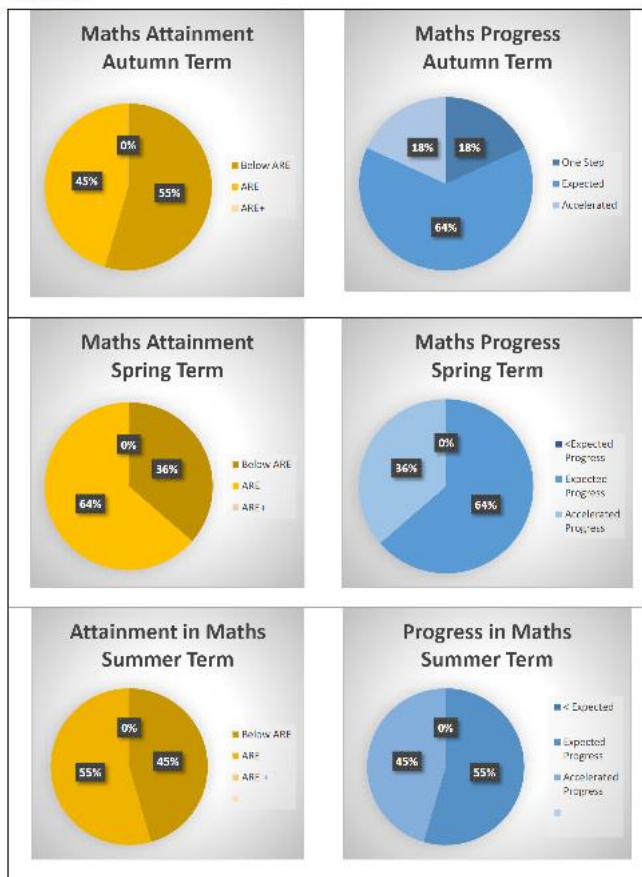
Reading Data



Writing Data



Maths Data



Disadvantaged Children Progress - October 2022 data

Reading		Writing		Maths	
ARE & within broad ARE	73%	ARE & within broad ARE	55%	ARE & within broad ARE	55%
At ARE+:	9%	At ARE+:	0%	At ARE+:	9%
Average Progress:	1	Average Progress:	1	Average Progress:	0.92
Accelerated Progress:	0%	Accelerated Progress:	0%	Accelerated Progress:	0%

Disadvantaged Children Progress - July 2023 data

Reading		Writing		Maths	
ARE & within broad ARE	63%	ARE & within broad ARE	82%	ARE & within broad ARE	64%
At ARE+:	27%	At ARE+:	0%	At ARE+:	0%
Average Progress:	1.18	Average Progress:	1.24	Average Progress:	1.2
Accelerated Progress:	27%	Accelerated Progress:	36%	Accelerated Progress:	45%

Continue to work with all members of the community regarding the importance of attendance with weekly attendance tracking on the newsletter.

Inclusion in Small Schools Group collaborative letter outlining the importance of attendance as well as steps in place to address this. Guidelines have been agreed across the small schools in Petersfield to avoid any deviation or drop in standards in our local area.

All class teachers have been trained in SEMH as part of the Hampshire's *Big District Inclusion Project*. Training has been disseminated to teaching assistants as well as wider school community.

All PP children had the opportunity and funding to take part in the annual residential trip. Due to personal circumstances two of the five PP children did not take up their place. Early dialogue with these parents will continue throughout next year to encourage the children to take their places and see the benefits of attending a residential.

Funding is available for instrumental tuition, this has been taken up by three child who is learning the guitar.

Extensive representation by children from disadvantaged backgrounds has taken place across the year in sporting fixtures such as swimming, football, rugby, rounders. Additional swimming lessons have been taken up by PP children.

Trips and visits to enhance cultural capital have taken place such as Swan Lake, pantomime, sustainability centre, Gilbert White's House, Legoland, Shakespeare workshop, Petersfield Museum, Young Voices at the 02, High School Musical, Living Rainforest, camping, The Anvil trip.

100% of PP parents attended Parent's Evening during Autumn and Summer term.
Children who are PP and SEND have had regular meetings with Inclusion Leader to discuss and support progress of their children at least once per term.

Annual Parent Survey showed:

91% said my child is happy at school and is supported to make good relationships.

92% my child is listened to at school

94% said my child feels that they are a valued member of the school community

97% said my child is expected to work hard and do his/her best