

Pupil premium strategy statement – Sherborne St John C of E 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	118
Proportion (%) of pupil premium eligible pupils	11%
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)	2023/2024 2024/2025 2025/2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Miss Sarah Jolliffe- Headteacher
Pupil premium lead	Miss Sarah Jolliffe
Governor / Trustee lead	Finance and Facilities Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,539
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>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£15,539

Part A: Pupil premium strategy plan

Statement of intent

At Sherborne St John C of E Primary School, we have a vision to Inspire, Enjoy and Achieve. This means that we have high expectations and aspirations for all our children. We believe that whilst with us, children should enjoy their learning and the wider opportunities available to them; be inspired by the full breadth of the curriculum and therefore build a love of learning; and, achieve their full potential regardless of starting point or background.

At Sherborne St John C of E Primary School, our intent for the pupil premium strategy is to:

- Ensure disadvantaged pupils make good or better progress from their starting points alongside their peers.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Provide high quality, targeted early intervention for those pupils identified as under-performing.
- Support the emotional health and wellbeing of all pupils.
- Enable pupil premium pupils to access a wide range of curriculum opportunities including extra-curricular in order to expand their cultural capital.

To achieve our objectives we:

- Ensure that high quality teaching and learning opportunities meet the needs of all pupils.
- Analyse progress of pupils in receipt of pupil premium to determine and identify barriers to learning and strategies/interventions to address any issues in performance.
- Provide pastoral support to enable pupils to access learning within and beyond the classroom.
- Pay for activities, educational visits, clubs and other enrichment activities that pupil premium pupils may not be able to access due to finances.

The list above is not exhaustive and will change according to the needs and support needed by the disadvantaged children in our school at any given time.

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. In making provision for disadvantaged pupils, we

recognise that not all pupils who receive free school meals will be socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children need greater access to emotional support (self-esteem, self-confidence, co-regulation, trauma informed practice) to improve their wellbeing and life chances.
2	Financial barriers to children accessing extra-curricular activities and experiences beyond their community.
3	Some pupils including some that are disadvantaged require additional support to meet age related expectations in English and Maths. We will deliver high quality Inclusive teaching but will also provide interventions and specific targeted support.
4	Some disadvantaged children also identified as SEND. As an inclusive school we allocate our resources to ensure the best educational opportunities are available to all pupils. We will ensure high quality teaching and timely interventions are in place.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and their attitude towards reading for pleasure.

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
Improved wellbeing and emotional support for all children in school particularly amongst disadvantaged children.	School Council – pupil voice, wellbeing surveys, staff feedback including from ELSA/pastoral support. Increased participation in enrichment activities amongst disadvantaged children (visits, trips, clubs) ELSA support provided where needed. Parents are aware of the pastoral support available.
All children to make good or better progress in phonics, reading, writing and	Teacher assessments and robust tracking show that disadvantaged

Maths progress particularly amongst disadvantaged children.	children make at least expected progress. Timely and focused interventions demonstrate accelerated progress and close gaps.
Interventions for SEND pupils demonstrate a rise in progress and attainment	Pupils with SEND make accelerated progress
For disadvantage children to enjoy the wide range of enrichment activities we have on offer at Sherborne St John C of E Primary so that their wellbeing is improved.	Extra-curricular clubs and visits are well represented by disadvantaged pupils. There are no financial barriers to their participation.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching support from LSPs across the school	Strategic deployment of LSPs is important to ensure priority pupils are supported. This will include ensuring LSPs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. The EEF Toolkit has a strand on teaching assistant interventions	3,4,5
Purchased RWI reading scheme and arranged whole school training during INSET. Purchase new reading scheme books	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results. Children need to have the exposure to high-quality texts and vocabulary to help broaden their knowledge. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	3,4,5

for KS1- Non-fiction RWI	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Staff CPD to ensure highly effective support for a range of needs presented by disadvantaged and SEND pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	1,3,4,5

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused 1:1 and small group interventions for identified pupils.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.	3,4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before and After school enrichment clubs and extra curriculum activities offered e.g.	Children who are exposed to these have an enhanced knowledge and understanding of the world. Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of a hobby and raise their self-esteem https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1

residential, trips, dance club, gym club	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education	
Whole staff training on behaviour management and helping to support children self-regulating	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	1,2,3,4,5
Funding for ELSA hours and additional training including supervision network	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly 	1
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £ 19,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of the previous Pupil Premium Strategy. A summary is provided to demonstrate the impact of the school's use of Pupil Premium funding.

We deployed key staff to support the teaching and learning of children across the school through pre-teaching, catch up and specific interventions. This was provided by existing LSPs who supported individuals and small groups with a particular focus on areas of the curriculum in which they have fallen behind.

We provided pre-teaching and/or catch-up intervention programmes for underachieving pupils and those with SEN e.g. precision teaching programmes, booster sessions for literacy and maths.

These sessions were either within the school day or after school.

We provided ELSA (Emotional Literacy) support for individual pupils, both in the short and the longer term.

We sustained and developed levels of learning support partners in classes across the school providing regular targeted support for the PP children.

We provided financial support for extra-curricular activities as needed.

Attainment outcomes for disadvantaged children:

EYFS= 67% of Pupil Premium Recipients achieved a Good Level of Development in 2023.

Phonics Screening Check= 1 Pupil Premium Recipient did not pass the phonics screening check in 2023.

KS1 outcomes:

Maths= 75% of Pupil Premium recipients achieved the expected standard in 2023.

Reading= 50% of Pupil Premium recipients achieved the expected standard in 2023.

Writing= 50% of Pupil Premium recipients achieved the expected standard in 2023.

KS2 Outcomes:

Maths= 100% of Pupil Premium recipients achieved the expected standard in 2023.

Reading= 100% of Pupil Premium recipients achieved the expected standard in 2023.

Writing=100% of Pupil Premium recipients achieved the expected standard in 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A