

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 St John C of E Primary School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Jolliffe-Headteacher
Pupil premium lead	Sarah Jolliffe
Governor / Trustee lead	Finance and Facilities Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,070
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£14,070</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### The key principles of our strategy plan:

- Ensure high quality teaching and support
- Ensure good progress is achieved by all pupils
- Gaps are closed between disadvantaged pupils and others
- Access to a full curriculum for all including extra-curricular opportunities

## Challenges

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

Challenge number	Detail of challenge
1	The disruption during periods of school closure resulted in some parents of disadvantaged children finding it harder to engage in home learning. We ensured all disadvantaged children were equipped with IT resources for home learning and others were encouraged to attend school. Some disadvantaged pupils are working below age related expectations and the school aims to close this gap.
2	We have identified pupils requiring 'catch-up' and consolidation of basic skills in English and Mathematics. Additional 1:1 or small group sessions and interventions will be deployed to close any gaps. These may be during school or after school.
3	There are financial barriers to children engaging in extra-curricular activities. We wish to engage as many of our disadvantaged pupils in after and before school clubs. In addition, we will fund school educational visits and residentials.
4	We pride ourselves in that we know all our children well and have a strong inclusive and nurturing ethos. Our ELSA programmes support children who may have barriers to their learning and social development. Pupils may need additional emotional support as a result of disruption to learning during pandemic.
5	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.

## 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
All pupils make to make good progress.	Teacher assessments and tracking documents show that disadvantaged pupils make expected progress.
Disadvantaged families are able to access school clubs and extra-curricular activities.	All disadvantaged pupils are given the opportunity of attending a before school or lunchtime club.
Pupils are provided with emotional support where needed.	Effective ELSA support enables pupils to have positive attitudes to learning and provides emotional support where needed.
Interventions enable pupils to 'catch-up' on learning.	Gaps are filled through timely and focused interventions.

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining additional LSP time in Year 3/4	Additional support in class will mean more group and individual focus and teaching. This will enable timely interventions for children to support their learning. It also will allow cut away groups for additional support.	1 and 5
Maintaining additional LSP time in Year R, 1 and 2	As above	1 and 5
Maintaining full time LSP in Year 5/6	As above	1 and 5

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed 1:1 and small group interventions for identified pupils.	Target disadvantaged pupils who are currently working below age related expectations.	1 and 2

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for ELSA hours and additional training including supervision network	Children may display social and emotional barriers to learning. ELSA supports children to overcome any difficulties they may encounter.	4
Subsidised after school clubs, educational visits and residential visits	To enable all low-income families to fully take part in extracurricular activities.	3

**Total budgeted cost: £14,500**

## 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 2020 to 2021 academic year.

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 and 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 assistants in the classrooms across the school providing regular targeted support for the PP children.

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

We ensured all disadvantaged pupils and those with large families had access to remote learning.

*Attainment outcomes for children in receipt of PP for 2021-2022:*

*Phonics= 100.0%* of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **4 pupils** out of 4.

*KS2= 50.0%* of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **1 pupils** out of 2.