



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Sheen Mount Primary School
Number of pupils in school	580
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Tom Holmes, Headteacher
Pupil premium lead	Laura Jeffery, Assistant Headteacher
Governor / Trustee lead	Helen Edwards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£ 3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£36,050</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Sheen Mount, we have the highest expectations of all our children and want to give them every opportunity to achieve their very best. We are constantly reviewing and developing what we do to make sure that we provide an excellent education for all.

We aim to give our disadvantaged pupils access to high quality teaching with their peers and, where needed, targeted interventions to meet their identified needs. We pride ourselves on nurturing and developing the 'whole child' at Sheen Mount and prioritise mental health and wellbeing throughout our school.

We acknowledge that some of our disadvantaged pupils were affected more significantly by partial school closures. Therefore, we worked closely with our vulnerable families to ensure that children had access to the necessary technology to access remote learning with their peers.

It is our intention that all children strive to achieve their best, learn to respect each other and understand how they can contribute to society now and in the future. Our aim is to remove any barriers that may prevent children in reaching their potential and we are committed to preparing our pupils for the next stage in their learning journey.

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Progress and Attainment:</b> Observations, assessments and discussions indicate that our disadvantaged children are making less progress in writing across the school, when compared with reading and maths. (2020/21 81% of disadvantaged children made expected or better progress compared with 92% for all pupils).



2	<b>Attendance:</b> Ensuring that all vulnerable children (PPG, Social Care involvement) have an excellent level of attendance. We have identified that two of our children that fall under the category of persistent absence are also in our disadvantaged group.
3	<b>Mental Health and Wellbeing:</b> 19% of our PPG pupils are post-adopted and may have experienced adverse childhood experiences and have attachment difficulties. A further 8% of these children have or have had involvement with social care. These challenges can have an impact on the children's resilience, academic progress and wellbeing.
4	<b>Cultural Capital:</b> Children eligible for PPG may not join our school with the cultural capital of their peers. They may not be exposed to a language rich home environment or have opportunities to engage in enrichment activities with their families.
5	<b>Recovery:</b> Observations, assessment and consultations with teachers and parents indicate that some of our disadvantaged pupils found engagement in remote learning a challenge.

## 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 and sustained <b>attendance</b> for those disadvantaged pupils falling below the school attendance target of 97% (currently 35%), so that missed learning is reduced.	<ul style="list-style-type: none"> <li>Improved attendance for those children identified as persistent absentees with an attendance of below 90% (currently 15%).</li> <li>The gap between the attendance of disadvantaged pupils and non-disadvantaged is narrowed.</li> </ul>
Children who have experienced or are experiencing Adverse Childhood Experiences (ACEs) will receive appropriate emotional support to ensure that their <b>mental health</b> is good, so that emotional difficulties do not become a barrier to their academic progress and <b>wellbeing</b> .	<ul style="list-style-type: none"> <li>Staff are trained and have a good understanding of ACEs, attachment and the impact of trauma.</li> <li>Difficulties are identified quickly and emotional support is put in place.</li> <li>Pupil and parent voice indicate that the emotional support has been effective.</li> </ul>
Disadvantaged pupils in Reception and Key Stage 1 will make expected progress in their phonics and early reading skills, so that they are able to access the full curriculum.	<ul style="list-style-type: none"> <li>Early identification of those families not engaging with phonics/reading at home and support offered swiftly.</li> <li>100% of PPG children in Year One will pass their phonics screening check, unless a cognitive difficulty has been identified (SEND). This will be sustained for the next 2 years.</li> </ul>



<p>Children in receipt of the PPG will access clubs and other enrichment activities, so that they have a wider knowledge of the world and are prepared for their future success (<b>Cultural Capital</b>).</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils will join an extra-curricular club per term (where clubs are offered to their year group).</li> <li>• Disadvantaged pupils will be given opportunities to engage in enrichment activities to extend their wider experiences.</li> <li>• 100% of disadvantaged pupils who wish to join residential trips are able to attend.</li> </ul>
<p>Any lost learning due to the pandemic will be addressed and <b>recovered</b>, so that the achievement gap between disadvantaged pupils and their peers is diminished.</p>	<ul style="list-style-type: none"> <li>• Pupils' attainment in reading, writing and mathematics in their end of year assessments will be aligned with 2019 results for disadvantaged pupils.</li> </ul>



## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Teachers already trained in <b>writing</b> moderation to support staff in other phases.</li> </ul>	<p>Sharing of expertise to ensure that judgements are robust and consistent across the school. Areas for development are identified and addressed. Our aim is to improve outcomes for all children including our disadvantaged pupils that are not achieving age related expectations in writing.</p> <p><a href="#">KS2 Writing Moderation</a> (2018)</p>	1
<ul style="list-style-type: none"> <li>Inclusion Leader to conduct a book look (Learning Journals) for disadvantaged children with English Lead.</li> </ul>	<p>Inclusion Leader to join English Lead when identifying barriers with a focus on the PPG children. Key focus will be on use of written vocabulary (link with Cultural Capital).</p>	1
<ul style="list-style-type: none"> <li>Phase Leaders to monitor and give feedback to their teams with a particular focus on the development of vocabulary (linked to Cultural Capital).</li> <li>Curriculum Leaders to support teachers with ensuring that key subject vocabulary is accessible and displayed in classes.</li> </ul>	<p>Opportunities in teaching and learning and the classroom environment are capitalised on when promoting a language-rich environment. <a href="#">DFE Role of Language in Early Educational Outcomes</a> (2010)</p> <p><a href="#">DFE Reading Framework</a> (2021)</p>	4



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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply teacher to teach the class whilst the class teacher works 1:1 with disadvantaged children in their class.	1:1/small group targeted support by a qualified teacher that has excellent knowledge of the individual's strengths and needs is an effective method of closing the disadvantage gap between PPG children and their peers; where applicable with a focus on writing. <a href="#">EEF One to One Tuition</a> <a href="#">EEF Small Group Tuition</a>	1, 5
Teaching Assistant to deliver comprehension group with identified Year Six students.	Small group targeted support by a trained teaching assistant with an aim to close the achievement gap between an identified group of children and their peers. <a href="#">EEF Maximising the Impact of Teaching Assistants</a>	1
Teaching assistants trained and deliver IDL Literacy and Maths intervention from Year One to Year Six.	Effective deployment of teaching assistants to oversee group interventions will maximise the impact on children's outcomes. <a href="#">EEF Maximising the Impact of Teaching Assistants</a>	1, 5
KS2 Homework Club offered to disadvantaged and vulnerable pupils.	Teachers to deliver	

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Inclusion Leader and member of admin team to track attendance and liaise with EWO to request</li> </ul>	Improved attendance enables children to access learning with their peers and does not put them at a further disadvantage. <a href="#">DFE Improving School Attendance</a> (2022)	2



<p>support regarding persistent absence.</p> <ul style="list-style-type: none"> <li>• Inclusion Leader to communicate with families to signpost to support where needed.</li> <li>• Early Help Assessments made to address barriers to improved attendance.</li> </ul>		
<ul style="list-style-type: none"> <li>• School to contribute to the cost of : <ul style="list-style-type: none"> <li>○ wrap-around care</li> <li>○ school trips and visits</li> <li>○ residential trips</li> <li>○ extra-curricular clubs</li> <li>○ music lessons</li> </ul> </li> <li>• Enrichment trips/activities for disadvantaged children will be organised, e.g. Horse Rangers, School Food Matters</li> </ul>	<p>Educational trips and visits give our disadvantaged children the first-hand experiences and the opportunity to develop their resilience and self-confidence in an environment beyond the classroom.</p> <p><a href="#">A Review of Research on School Field Trips and Their Value in Education</a></p> <p>With regards to music Hannah Abrahams (EP) commented: <i>“The power of music to young people is palpable, as access from a young age can not only positively impact a child’s cognitive abilities, but their social and emotional development too.”</i></p> <p><a href="#">Access to Music Lessons for Poorer Pupils</a> (2018)</p>	3, 4
<p>EP and Inclusion Leader to meet termly with families of post-adopted children and where possible class teachers.</p>	<p>The focus on meetings will be barriers to academic progress and emotional wellbeing.</p> <p><a href="#">DFE Promoting the education of looked after children and previously looked after children</a> (2018)</p> <p><a href="#">EEF Metacognition and Self-Regulation</a></p>	1, 3
<p>Trained Teaching Assistant to deliver weekly sessions for post adopted children, either 1:1 or 1:2 to build social skills.</p>	<p>Building trusting relationships with adults is key for children that are post-adopted and may have attachment difficulties. The allocated teaching assistant working with our post-adopted children follows the child through their school, so when they have to manage change, such as a new class teacher, she is a consistent adult in their lives at school. <a href="#">PAC-UK/DFE Meeting the Needs of Adopted and Permanently Placed Children</a></p>	3



ELSA support for two afternoons a week to support the emotional literacy and wellbeing of targeted pupils.	There is evidence that associates childhood social and emotional skills with improved outcomes both academic and emotional. <a href="#">EEF Social and Emotional Learning</a>	
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**Total budgeted cost: £36,000**





## 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.

Our internal assessments during 2020/21 suggested that performance of disadvantaged pupils was lower than in the previous year of 2019/20 in key areas of the curriculum. Whereby 84% of pupils achieved expected or better progress in reading, writing and mathematics (2021) compared to 88% in the previous year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including live and recorded lessons delivered by teachers. This provision was complemented by the use of spoken and written feedback when learning was submitted using the online platform. We also ensured that those families struggling with access to technology were loaned the necessary equipment.

Our overall attendance in 2020/21 was lower than in the preceding year at 91.9%, however the attendance of our disadvantaged pupils was at 97.8% compared to 97.4% of those not disadvantaged. Therefore, we are focusing on addressing the persistent poor attendance in a small number of our disadvantaged pupils over the next two years.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
n/a	n/a