



## Pupil premium strategy statement

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

### School overview (as at November 2023)

Detail	Data
School name	Sheen Mount Primary School
Number of pupils in school	570
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Tom Holmes, Headteacher
Pupil premium lead	Robert Kennedy
Governor / Trustee lead	Jodi Hunt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£3,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£51,890</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Sheen Mount, we have the highest expectations of all our children and we want to give them every opportunity to achieve their very best regardless of their background or circumstances. We review, develop and improve what we do to enable us to provide the best possible education for each child.

We aim to give our disadvantaged pupils access to high quality teaching with their peers and, where needed, additional targeted interventions to meet their specific, identified needs.

It is our intention that all of our children – including our pupil premium children - strive to achieve their best, learn to respect each other and understand how they can contribute to school life and wider society now and in the future. We aim to prepare our pupil premium children with the skills, knowledge, experiences and confidence they require to tackle the opportunities and challenges of secondary school and beyond.

Towards these ends, our pupil premium strategy plan prioritises bridging the gap between the attainment and experiences of our pupil premium children by focusing on:

- improving their academic attainment
- providing them with additional cultural capital through life experiences they might otherwise not access



## Challenges

Our school faces the following key challenges relating to our pupil premium children.

Challenge number	Detail of challenge
1	<b>Progress and Attainment:</b> Class teacher based observations, formative and summative assessments and discussions between class teachers and SLT indicate that our pupil premium children are making equal progress compared to their peers in reading, writing and maths.
2	<b>Attendance:</b> We aim for our pupil premium children to achieve the same level of attendance as their peers (97%). We have identified that 8 of our children that fall significantly below this level are also in our pupil premium group.
3	<b>Mental Health and Wellbeing:</b> 2 (6%) of our pupil premium pupils are post-adopted and may have experienced adverse childhood experiences and have attachment difficulties. A further 6 (20%) of these children have or have had involvement with social care. These challenges can have an on-going and sometimes hidden impact on the children's resilience, academic progress and wellbeing.
4	<b>Cultural Capital:</b> Some of our pupil premium children have not joined our school with the cultural capital of their peers. They have not been exposed to a language rich home environment or had opportunities to engage in enrichment activities with their families.
5	<b>Knowledge and Understanding:</b> Class teachers require the most effective means to identify the academic, social and emotional needs of the pupil premium children in their class. There is a need for clear and relevant information on each pupil premium child that builds on the knowledge of previous class teachers to be available from the beginning of each academic year.



## Intended outcomes

The following outlines the outcomes we are aiming to achieve **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 pupil premium children falling below the school attendance target of 97% (currently 42%), 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% (20%).</li> <li>● The gap between the attendance of pupil premium pupils and their peers 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 the appropriate and targeted support is put in place.</li> <li>● Pupil and parent voice indicate that the emotional support has been effective.</li> </ul>
Pupil premium children 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 appropriate support offered.</li> <li>● 100% of pupil premium children in Year 1 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>
Pupil premium children in Key Stage 2 will be provided with targeted interventions by their year group teachers in English and maths to reduce the gap in their academic attainment and that of their peers.	<ul style="list-style-type: none"> <li>● The attainment gap between pupil premium children and their peers is narrowed as much as possible.</li> </ul>
Pupil premium children will access clubs and other enrichment activities, so that they have a wider knowledge of the world and are prepared for their future success.	<ul style="list-style-type: none"> <li>● All pupil premium pupils will be provided with the opportunity to join an extra-curricular club per term (where clubs are offered to their year group).</li> <li>● Pupil premium children will be given opportunities to engage in enrichment activities - such as music through the Richmond Music Trust - to extend their wider experiences.</li> </ul>



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|  | <ul style="list-style-type: none"><li>• 100% of pupil premium children pupils who wish to join residential trips are able to attend.</li></ul> |
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## 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)

Pupil premium children are all different but the vast majority will learn in ways similar to their peers. A tailored approach is required to identify the most effective ways of enabling the least able to make progress and close any gaps on their peers. Our approach is based on evidence produced by the Education Endowment Foundation. [EEF Menu of Approaches](#)

Budgeted cost: £10,000

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Information on each child's background, attainment, strengths and challenges to be identified, shared and added to as the child progresses through the school.</li> </ul>	6
<ul style="list-style-type: none"> <li>Class teachers responsible for identifying the barriers to each pupil premium child's progress in reading, writing and maths that exist for specific children in their classes.</li> </ul>	1
<ul style="list-style-type: none"> <li>SLT to focus on the attainment of pupil premium children during pupil progress meetings and to identify the approaches class teachers are taking to close the attainment gap. Pupil premium lead (Rob Kennedy) to develop two questions that are asked of each class teacher relating to the progress and attainment of each pupil premium child and the consequent approaches the class teacher has in place to be asked in pupil progress meetings.</li> </ul>	1
<ul style="list-style-type: none"> <li>Subject leads and class teachers to ensure that key subject vocabulary is identified before each unit of work and is made accessible to the children by being displayed and discussed in classes through lessons.</li> </ul>	4



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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Stage 2 pupil premium children provided with targeted interventions by their year group teachers in English and maths to reduce the gap in their academic attainment and that of their peers.</p>	<p>High quality teaching by experienced practitioners in a targeted fashion that responds to the pupil's strengths and needs is an effective method of closing the attainment gap between pupil premium children and their peers.</p> <p><a href="#">EEF Menu of Approaches</a></p>	<p>1.</p>
<p>Supply teacher to teach the class whilst the class teacher works 1:1 with pupil progress children in their class.</p>	<p>1:1/small group targeted support by class teacher to respond to the pupil's strengths and needs is an effective method of closing the attainment gap between pupil premium children and their peers.</p> <p><a href="#">EEF One to One Tuition</a> <a href="#">EEF Small Group Tuition</a></p>	<p>1, 5</p>
<p>Teaching assistant to deliver spelling and comprehension support through small group work with identified Year Six pupils.</p>	<p>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.</p> <p><a href="#">EEF Maximising the Impact of Teaching Assistants</a></p>	<p>1</p>
<p>Teaching assistants trained and deliver IDL Literacy and Maths intervention from Year One to Year Six.</p>	<p>Effective deployment of teaching assistants to oversee group interventions will maximise the impact on children's outcomes.</p> <p><a href="#">EEF Maximising the Impact of Teaching Assistants</a></p>	<p>1, 5</p>



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

Budgeted cost: £18,000

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 support regarding persistent absence.</li> <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>	<p>Improved attendance enables children to access learning with their peers and does not put them at a further disadvantage.</p> <p><a href="#">DFE Improving School Attendance</a> (2022)</p>	<p>2</p>
<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 pupil premium children 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>	<p>3, 4</p>
<p>EP and Inclusion Leader to meet termly with families of post-adopted children and class teachers.</p>	<p>The focus on meetings will be to identify barriers to academic progress and emotional wellbeing.</p>	<p>1, 3</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>	
<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
<p>ELSA support for two afternoons a week to support the emotional literacy and wellbeing of targeted pupils.</p>	<p>There is evidence that associates childhood social and emotional skills with improved outcomes both academic and emotional.</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	

**Total budgeted cost: £48,000**



## 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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that performance of pupil premium children compared more favourably than in the previous year of 2021/22 in key areas of the curriculum. In terms of progress our disadvantaged children received +1.9 (Reading), +2.9 (writing) and +2.7 (maths). Whilst these were below our overall, there were still many areas of success within the 7 pupils.

Our overall attendance in 2022/23 was better than in the preceding year. We will continue to focus on addressing the persistent poor attendance in a small number of our pupil premium pupils over the next two years. We have had success with individual families and ensuring their attendance % does increase.

### Externally provided programmes

Programme	Provider
n/a	n/a