

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	Sharps Copse Primary
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2021/2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mike Elsen Headteacher
Pupil premium lead	Kate Wood SENDCo
Governor / Trustee lead	Jane Towers SEND governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238.890
Recovery premium funding allocation this academic year	£18.705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£257,595

Part A: Pupil premium strategy plan

Statement of intent

At Sharps Copse Primary School all children are entitled to full access to the curriculum regardless of background and the challenges they, and their families, face. Every member of this school should feel equally valued and free from discrimination

Key principles of our strategy:

- To raise expectations and aspirations for all pupil premium pupils
- To close the gap between pupil premium children and non pupil premium children
- Raise self esteem and confidence
- To enrich children's lives with a variety of experiences and opportunities..
- to develop every child's potential in acquiring independent learning and personal organisational skills
- for every child to develop emotional strength and resilience.

Identified challenges:

1. Language levels of children on entry in year R
2. Physical skill levels of children on entry in year R
3. Impact of COVID on learning
4. Impact of COVID on mental health
5. Providing enriching and diverse experiences

Key objectives to address these challenges and raise attainment for pupil premium children

Taken from SIP 2021-22

EYFS:

- Developing speech and language through development of the environment.
- Developing physical skills through exposure and resourcing

Personal development, behaviour and attitudes:

- Continuing to embed Sharps Values, mental health and well-being learning sessions throughout our school, ensuring all children have full access to quality first teaching in PHSE and the values curriculum backed up with individualised support where needed
- Teachers to actively teach age-related emotional vocabulary for their year.
- Implement emotional support flow chart and provisions

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 oral language skills and vocabulary for all our children, particularly our disadvantaged pupils.	<p>Reduced number of children requiring SALT support within school.</p> <p>Record of discharges and individual records of progress (Pupil Plans)</p>
Improved fine and gross motor skills for all our children, particularly our disadvantaged pupils	<p>Reduction in % of children needing physical intervention support entering year 1.</p> <p>Fine motor skill support in year 1 reducing over academic year</p> <p>Individually evidenced in Pupil Plans</p>
To achieve and sustain improved academic progress for all children, particularly our disadvantaged pupils.	<p>Termly data capture, pupil progress meetings, Year 2 and 6 SATS results to show Year 1 Phonics results</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Reduced number of CSI referral for SEMH support.</p> <p>Improved emotional literacy and Boxhall profile results</p>
For all disadvantaged pupils to have opportunities, which are diverse and enriching	<p>All children attending school trips</p> <p>Increased number of children requesting school sports clubs</p> <p>Numbers of families taking up holiday club and trip opportunities offered.</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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller classes in most year groups to enabled more time for conferencing and individualised support to enable all children to reach ARE	Termly data Pupil progress meetings SATs results in years 2 and 6	1,3
Rigorous wellbeing curriculum across the school with weekly lessons and assemblies	Post lockdown- increased number of children and families experiencing poor mental health	4
Targeted smaller classes in years 2 and 3 to close gaps in knowledge and understanding and supporting continued development of speech and language	Data analysis of smaller class, particularly year 2 evidences significant gains in progress. Identifying gaps in learning due to lockdowns and building a strong foundation of understanding.	1,3

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to support emotional wellbeing ELSA Counsellor Nurture	Emotional literacy scores Boxall profile Children's voice	4
Additional member of staff in Year R supporting speech and language	Reduction in number of children requiring speech and language support in year 1, decreasing further before year 2.	1, 3

<p>development every afternoon</p> <p>Additional speech and language support for children in year 1</p> <p>SALT employed two half days per week to assess and review progress</p>	<p>Increased number of children being discharged</p> <p>Increased progress in speech and language through measured assessment and target setting</p>	
<p>Additional staff in years R and 1 to support development of physical skills</p>	<p>Children more able to access writing skills, firmer pencil control.</p> <p>Improved core balance for children</p>	2
<p>Reading support</p> <p>FFT – equivalent of 1 full time support teacher</p>	<p>Proven provision for improving reading skills.</p> <p>Internal and external data to support this</p>	1, 3

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PE specialist, expanding experiences of different supports</p> <p>After school clubs – heavily subsidized</p>	<p>Well being of children.</p> <p>Number of children wanting to engage in these opportunities is increasing</p> <p>Pupil and parent voice</p>	2, 5
<p>Funding for trips – heavily subsidized</p>	<p>Making school trips, that enrich the curriculum, available to all.</p> <p>Pupils more motivated and excited about learning.</p> <p>Evidence in topic work and writing.</p> <p>Pupil and parent voice</p>	5
<p>Training of 3 members of staff in FFT</p>	<p>Internal data supporting progress made in reading when using FFT</p>	3

Member of senior management taking advanced course to become senior mental health lead	Government funded Identifying need to support parental well being	4
2 key member of staff leading wellbeing curriculum and support within school	Reduction in the number of OOC and Lunchtime reflections. Reduced number of CSI referrals for well being Children able to express how they feel clearly	4
Duty staff available to support children unable to regulate.	Reduced fixed term exclusions, OOC and Lunchtime reflections for these children	4

Total budgeted cost: £257,595

Pupil Premium Provisions 2021 -2022

£238,890

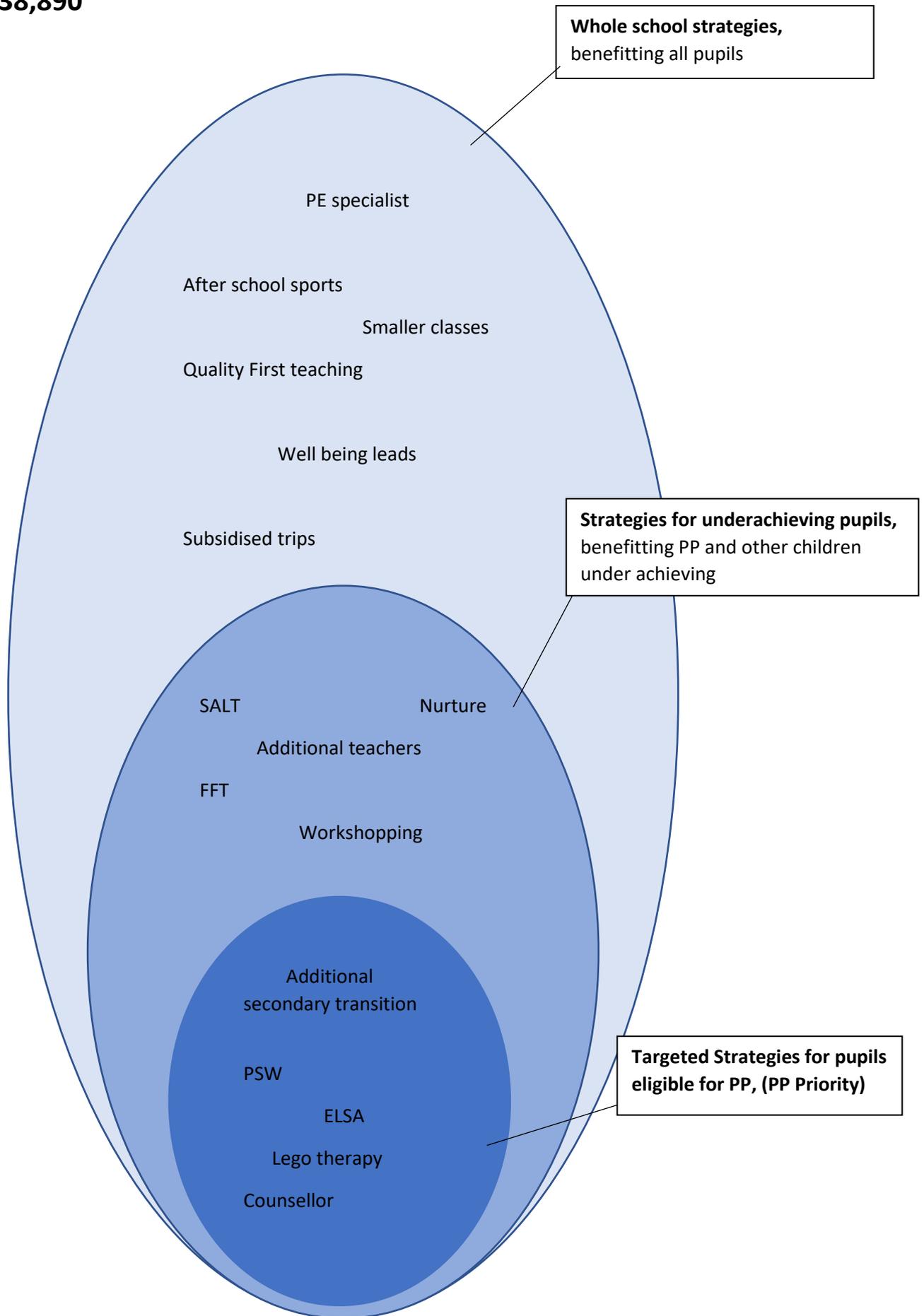


Figure 1

Review of Outcomes for 2020-2021

Activity	Impact	Moving forwards
Speech and language support <ul style="list-style-type: none"> • HLTA in year R • HLTA supporting in years 1 and above • SALT employed 2 mornings per week 	Reduction in number of children leaving year R requiring SALT. This was not as good as previous years due to gaps in support over lockdown 3 children discharged – significantly lower than previous years	Continue this support this academic year to improve language skills of new entrants but also to support in year 1 due to gaps in support due to lockdown and isolations.
Additional adult supporting physical development in years R and 1	Improvements in pencil control and core balance	Interrupted provision due to lock down and isolations. Need to continue this support and monitor progress in year 2 for following year
Support for disadvantaged pupils over lockdown <ul style="list-style-type: none"> • Welfare calls • Google classroom • Time in school 	Engagement across school in online learning was good Vulnerable families supported and many children attending school during January lockdown	Well being focus to support emotional impact of lockdown on families and children. Identifying missed learning and filling gaps in knowledge caused by lockdowns. Years 1 and 2 of particular concern due to loss of foundation learning. – Small class provisions in mornings for identified children for 21-22
SEMH provisions <ul style="list-style-type: none"> • Counsellor • Nurture • ELSA • Learning Mentors 	Improved mental health for those able to access this consistently Due to lockdowns and children isolated this has been less consistent this year.	Impact of lockdown and subsequent isolations has been significant for some of our children's and families mental health. This needs to be a school wide priority this academic year – SIP priority
Quality first teaching and Smaller classes Dedicated online support to children and families home learning	This has been impacted by lockdowns Children attending school in lockdown made good progress Individualised support increased confidence and	Identifying missed learning and filling gaps in knowledge caused by lockdowns. Years 1 and 2 of particular concern due to loss of foundation learning. – Small class provisions in mornings for identified children for 21-22

Impact on learning summary

Data showing progress of disadvantaged pupils for academic year 2020-2021

Reading

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
2	100	0	0
3	60	4	36
4	71.4	14.3	14.3
5	64.7	26.5	8.8

Writing

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
2	100	0	0
3	68	0	32
4	89.3	0	10.7
5	85.3	14.7	0

Maths

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
2	100	0	0
3	60	0	40
4	64.3	10.7	25
5	61.7	14.7	23.5