



# Pupil premium strategy statement – Sharrow School 2022 – 2025

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	501
Proportion (%) of pupil premium eligible pupils	44%
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	11.10.2024
Date on which it will be reviewed	1.10.2025
Statement authorised by	Evelyn Abram
Pupil premium lead	Evelyn Abram
Chair of Governors	Emily Pickles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252 220
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£252 220

# Part A: Pupil premium strategy plan

## Statement of intent

### **What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income, and other disadvantaged families, with their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After); or who has ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order; the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

### **Philosophy**

We are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers the best ways to allocate Pupil Premium funding following rigorous data analysis, discussion with class teachers and the careful consideration of the needs of the pupils.

### **Priorities**

Setting priorities is key to maximising the use of the Pupil Premium funding.

Our priorities are:

- Ensuring quality first teaching for every child
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment
- Ensuring the Pupil Premium funding reaches the pupils who need it most

### **Strategy**

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all pupils
- focussed support to target under-performing pupils
- specific support targeting pupil premium pupils

We will ensure that Pupil Premium funding and provision impacts on achievement, attainment, attendance and well-being. This includes regular reporting to the Governors Standards Committee. The Headteacher and Deputy Head teachers will be responsible for monitoring provision and outcomes, and the wider staff team will be responsible for

implementing and evaluating provision. We will regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

### **Implementation Process**

We believe that selection of a small number of key priorities will give us the best chance to ensure that they are effective. We also believe in evidence-based interventions and learning from our experiences, which is why we will carry out annual light-touch reviews to ensure our approach is effective and we can stop or amend interventions that are not having the intended impact.

### **Tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

Data analysis informs future priorities. Within each category, we have chosen no more than three priorities. This focussed approach ensures the best chance of success.

1. Quality of teaching
  - a. Training for all staff on Speaking and Listening Structures and interventions including involvement in the DfE Nuffield Early Language Intervention project (NELI)
  - b. Training for teachers on what makes an outstanding lesson – lesson structure, modelling, application of Maths skills
  - c. Reading and Phonics - Training for TAs on teaching of reading skills which include questioning, feedback and phonics skills
2. Targeted academic support
  - a. 1:1, paired and small group language interventions such as: Stories for Talking, LEAP, Sharrow language programme, VIP, NIP, visual support, cued articulation
  - b. Teacher led interventions – 1:1 or small group English and Maths
  - c. Phonics Interventions
3. Wider Strategies
  - a. Curriculum enrichment – Trips and residential visits, Holiday activities, Girls' groups
  - b. Improved Attendance
  - c. Engaging effectively with parents

### **Review Process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the Pupil Premium is regularly discussed with class teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

### **Accountability**

Our main priority is to meet the needs of our children and families by using the Pupil Premium to ensure the best possible provision.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of Pupil Premium.

The school is held to account for the spending of Pupil Premium through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Very limited life experiences which impact on their general knowledge, ability to organise, understanding of the wider world. These limited experiences invariably result in a limited depth of vocabulary which affects the progress and attainment of more able disadvantaged pupils in particular.
2	Poor oral language skills, particularly in the Foundation Stage and KS1, in both English and their home language, impede the children's ability to access the curriculum and make good progress.
3	Many children who start at Sharrow are well below age-related expectations. Low starting points and poor problem-solving skills require accelerated progress by children to enable them to achieve age-expected levels or above.
4	Attendance – both the impact of the pandemic and lockdown on all families, but disadvantaged families in particular, and the impact of a history of a higher % of sessions missed due to overall absence for Pupil Premium children than non-Pupil Premium children.
5	Internal and external assessments show that some disadvantaged children have gaps in phonics due to COVID.

## 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 in Reception, KS1 and identified children in KS2 in order to enhance children's outcomes.	Children develop their language skills so that they are able to make accelerated progress
Improved progress and attainment rates for all children and more able disadvantaged children in particular	Children are able to make accelerated progress so that their outcomes are in line with or above all children.
Improved progress and attainment rates for children with phonics and reading across school	Phonics results and reading scores will be in line with or above national figures.
Improved attendance rates for disadvantaged pupils	Overall PP absence rate improves and is in line with national 'other' pupils

## 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: £41 124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted training for all staff on Speaking and Listening structures, strategies and interventions</p>	<p>The Deputy Senco and a TA have accessed training on specific language programmes and worked closely with speech and language therapists to personalise these programmes to meet the needs of Sharrow children. They have successfully implemented these programmes They have begun to train some staff but this needs extending so these interventions can be embedded more widely across school.</p> <p>Training is needed on language strategies to use in day-to-day teaching in the classroom.</p> <p>The Sharrow Language Programme needs extending for KS2</p> <p>EEF Toolkit: Oral language interventions +5 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• CPD - Tower Hamlets Language Structures – focus on the language of retelling, explaining, describing</li> <li>• CPD - for TAs on implementing Sharrow language programmes</li> <li>• Involvement in DfE Nuffield Early Language Intervention (NELI) project (JI &amp; MM)</li> <li>• Development of Sharrow Language Programme for KS2 to build on work done in Foundation and KS1 (SH)</li> <li>• Organise timetable so staff leading interventions have time to work alongside staff new to delivering interventions.</li> <li>• Pre and post intervention assessments, data monitoring</li> <li>• Observations of interventions by Deputy SENCO</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• CPD - Tower Hamlets Language Structures – embed language of retelling, explaining,</li> </ul>	<p>2</p>

	<p>describing and extend to include other language structures</p> <ul style="list-style-type: none"> <li>• CPD - further group of TAs on delivering Sharrow language programmes</li> <li>• CPD Sharrow Language Programme for KS2</li> <li>• Develop Bungalow provision to provide a language resource</li> </ul>	
<p>What makes an Outstanding Lesson? Training for teachers on what makes an outstanding lesson – lesson structure, modelling, meta cognition</p>	<p>Evidence suggests that teaching is the single biggest influence on pupil outcomes. Building on the work started previously and introducing this way of working to new staff, teaching staff need to be further challenged to improve the quality of their teaching to move it from Good to Outstanding. A focus on Blooms taxonomy and the issues that affect our children will help staff to analyse their teaching and the learning that takes place in their lessons so they can be more effective. Collaborative learning is an area that needs revisiting – we have a number of new staff who have not had this training or are not confident with this approach.</p> <p>EEF Toolkit: Feedback - Blooms Mastery learning +8 months EEF Toolkit: Collaborative learning +5 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• CPD – lesson structure, modelling, good practice in recorded work</li> <li>• CPD – Blooms taxonomy</li> <li>• Training delivered by SE and SH,</li> <li>• Topic re-visited at regular intervals during the year so staff have time to try out different strategies and evaluate them.</li> <li>• Observations by SMT and middle leaders</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• CPD – Collaborative learning and Kagan structures</li> <li>• CPD – application of Maths skills (KE, AA)</li> <li>• Embedding Blooms taxonomy into teaching and learning</li> <li>• Training delivered by SE, SH, AA, KE, TH, JG</li> <li>• Topics re-visited at regular intervals during the year so staff have time to try out different strategies and evaluate them.</li> <li>• Observations by SMT and middle leaders</li> </ul>	1 & 3
<p>CPD sessions linked to</p>	<p>Extensive evidence shows that phonics is an important component in the development of early</p>	1,2 & 3

<p>school's phonics scheme (ELS).</p>	<p>reading skills, particularly for children eligible for pupil premium</p> <p>EEF toolkit: Phonics +4 months</p> <p>Our children make the least progress in Reading. Although our phonics scores have previously been in line with national, our outcomes for reading have been below national.</p> <p>A range of different evidence sources including EEF Toolkit and Pupil Premium Report by Oxford School Improvement: Improving the impact of TAs suggest that high quality feedback and questioning together with strategies to support children becoming independent is an effective way to improve attainment.</p> <p>Many of the younger children in particular have missed some key phonics teaching during the pandemic. This will require more catch-up to be delivered and interventions by TAs as well as teaching staff in KS1 and KS2</p> <p>EEF Toolkit: Reading comprehension strategies +6 months</p> <p>EEF toolkit: Phonics +4 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• CPD led by the English leads – Reading and Phonics – introduce new phonics scheme</li> <li>• Coaching for individual staff as identified</li> <li>• Team teaching</li> <li>• Observations by SMT and middle leaders.</li> <li>• Peer observations</li> <li>• On-going check of impact of training</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Training for TAs on the teaching of reading skills including questioning and feedback</li> <li>• Weekly CPD for phonics teachers</li> <li>• Coaching for phonics teachers.</li> </ul>	
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## Targeted academic support

Budgeted cost: £133 994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Language interventions</p>	<p>The children need to develop their oral language skills in order to fully access the curriculum and make accelerated progress. These programmes have been recommended by the speech and language service but are adapted to meet the needs of individual children.</p> <p>EEF Toolkit: Oral language interventions +5 months</p> <p>In school data on FS2 children who accessed these interventions last academic year demonstrated that they all made rapid or more than rapid progress in CLL. Children in KS1 who accessed these interventions also made good progress.</p> <p>This programme needs to be developed further to support children in KS2</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• 1:1, paired and small group language interventions:</li> <li>• Stories for Talking,</li> <li>• LEAP,</li> <li>• VIP</li> <li>• NIP</li> <li>• Cued Articulation</li> <li>• Visual support</li> <li>• Children screened on entry to Reception to identify needs and where to place them on the programme.</li> <li>• Children's progress regularly monitored to ensure provision is effective.</li> <li>• Observations by Deputy Senco and SLT</li> <li>• Ongoing support and CPD from speech and language therapists</li> <li>• Development of KS2 programme</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Implementation of KS2 programme including topic VIP</li> </ul>	<p>2</p>

	<ul style="list-style-type: none"> <li>• 1:1, paired and small group language interventions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Stories for Talking,</li> <li><input type="checkbox"/> LEAP,</li> <li><input type="checkbox"/> VIP</li> <li><input type="checkbox"/> NIP</li> <li><input type="checkbox"/> Cued Articulation</li> <li><input type="checkbox"/> Visual support</li> </ul> </li> </ul>	
<p>Teacher led bespoke and targeted small group interventions</p>	<p>In-school data demonstrates that interventions led by teachers have been found to be more effective than those led by TAs. The interventions will be informed by the outcomes of teacher assessments and test outcomes completed in class. The interventions will be personalised to meet specific areas that children need support with, to address misconceptions, give more opportunities to understand a concept or practise a particular skill.</p> <p>Sutton Trust/EEF Toolkit: Small groups +4 months, reduced class sizes +3 months, 1:1 +5months</p> <p>Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. - meeting individual learning needs, 2016</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• The interventions will take place in addition to the main literacy and numeracy lessons.</li> <li>• The interventions will be personalised to meet the individual needs of the pupils.</li> <li>• The timetables will be organised to ensure that there is sufficient preparation and delivery time.</li> <li>• Individual children's progress will be carefully monitored to ensure that the interventions are effective and meeting the individual needs of the children.</li> <li>• Observations of interventions by SMT and middle leaders</li> </ul> <p>Teacher led interventions:</p> <ul style="list-style-type: none"> <li>• 1:1 or 1:2 English and Maths</li> <li>• Small groups for English and Maths</li> <li>• 1:1 reading in school for identified children</li> </ul> <p>Year 2: This programme will continue but be adapted and developed depending on the needs of the children and informed by the outcome of the review of Year 1</p>	<p>1 &amp; 3</p>

Phonics interventions	<p>Many children have gaps in their phonics knowledge due to missed education during the pandemic. This is affecting children in lower KS2 as well as the current FS2 and KS1 children.</p> <p>EEF Toolkit: Phonics +4 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• CPD for staff on phonics teaching in KS2</li> <li>• 1:1 and small group additional phonics teaching daily for identified children to close gaps.</li> <li>• Some of this provision to be provided by additional staffing brought into school</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Continue with programme informed by annual review.</li> <li>• 1:1 and small group additional phonics teaching daily for identified children to close gaps.</li> <li>• Some of this provision to be provided by additional staffing brought into school.</li> </ul>	1, 2 & 3
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## Wider strategies

Budgeted cost: £77 102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment	<p>We believe that it is important that all children are able to take part in all school activities regardless of the ability to pay. Trips and residential visits are carefully planned as part of the school curriculum with pre-teaching and follow up activities taking place. Holiday activities and after school clubs provide another opportunity for enrichment.</p> <p>Our more able children are often inhibited in making further progress by their lack of experiences and not having the opportunity to talk through their ideas / thoughts in a sustained and extended way.</p> <p>Evidence from the Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice report and the Pupil Premium Report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupils' outcomes.</p>	1 & 3

	<p>Evidence in school from this programme demonstrated that this was a successful intervention which needs to continue.</p> <p>In addition, EEF Toolkit Sports participation +2 months</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Funding available for visits/experiences</li> <li>• Organise staffing and timetable to ensure there are regular slots available to plan and implement programme of activities.</li> <li>• Ensure staff aware of importance of how to make the most of good quality speaking and listening opportunities and to model this at all times.</li> <li>• Monitor attendance on trips. Talk to parents of children who are not taking part to identify reason and offer support as appropriate.</li> <li>• Monitor attendance at after school clubs, sports activities and holiday activities. Target PP pupils to attend.</li> </ul> <ul style="list-style-type: none"> <li>• Monitoring of academic progress and verbal contributions in class</li> <li>• Curriculum enrichment programme for more able disadvantaged children exposing them to experiences and opportunities they are not normally offered through the school curriculum nor experience through their home life.</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• Continue with programme informed by outcome of review.</li> <li>• Begin to re-introduce residential visits following Covid.</li> <li>• Monitor attendance on residential visits. Talk to parents of children who are not taking part and provide support as needed.</li> </ul>	
Improved attendance	<p>We cannot improve attainment and progress for children if they do not attend school regularly. It is important to be consistent with the approach with parents/carers.</p> <p>This approach over the last 3 years demonstrated improved attendance rates compared to 2016 however, the pandemic has had an additional impact on attendance. Apart from the periods of lockdown, several families have used this opportunity to go abroad and now are having</p>	4

	<p>difficulties returning to the U.K. due to Covid restrictions.</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Careful monitoring of attendance of PP children. Extended leave never authorised during term time and attendance panels take place when a child reaches a trigger. Action plans put in place to ensure attendance is improved. Penalty notices and fines used when appropriate. Incentives used for children having 100% attendance.</li> <li>• Regular monitoring and reviewing of attendance with Attendance Officer.</li> <li>• Close collaborate with Learning Mentors and MAST link worker to ensure support is given where identified.</li> <li>• Regular feedback to Safeguarding Governors committee</li> </ul> <p>Year 2: As above, informed by outcomes of Year 1</p>	
Engaging Parents / carers	<p>The vast majority of parents are keen for their children to do well and want to support their children but are not always sure of how they can help.</p> <p>Evidence includes the EEF Toolkit Parental Engagement +3months, The Pupil Premium Report by Oxford School Improvement: Increasing parental engagement +5 months</p> <p>Evidence in school demonstrates that this intervention was successful in improving progress</p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• Weekly workshops with parents of children in FS2 on phonics and learning to read.</li> <li>• Regular workshops for parents of children in KS1 re literacy and maths.</li> <li>• Ensure time available for planning and evaluation of sessions.</li> <li>• Funding for resources to support high quality sessions</li> <li>• Monitor parents/carers attendance at parent workshops and impact on pupils progress</li> <li>• Observation of sessions by SMT</li> </ul> <p>Year 2: This programme will be continued and adapted following the review of Year 1</p>	1,2,3 & 4

**Total budgeted cost: £252 220**

## Outcomes for disadvantaged pupils

The gap between disadvantaged pupils and all pupils last year either reduced or stayed the same.

In KS2 a lower proportion of all children achieved the expected standard across all subjects compared to the previous year. This included the disadvantaged children. The gap between all children and the disadvantaged children either stayed the same or reduced slightly by up to 3%.

KS2 combined - Reading, Writing & Maths	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2022	49.1	43.5	-5.6
2023	70.5	51.7	-18.8
2024	54.2	38.1	-16.1

KS2 Reading	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2022	54.5	47.8	-6.7
2023	78.7	65.5	-13.2
2024	69.5	57.1	-12

KS2 Writing	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2022	61.8	56.5	-5.3
2023	73.8	58.6	-15.2
2024	69.5	57.1	-12.4

KS2 Maths	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2022	58.2	52.2	-6.0
2023	77.0	58.6	-18.4
2024	66.1	47.6	-18.5

This year there were no KS1 SATs.

In Phonics at KS1 there was very little difference between the disadvantaged children and whole year group. Last year the gap was -3.4 and this year the gap is -3.5.

In the foundation stage the gap between all pupils and disadvantaged pupils reduced by 13.6%. The outcomes for all pupils slightly increased. However, we continue to see the impact of Covid as this group of children had very limited social interactions beyond their immediate family during two lockdowns in their early years of life. This is having a negative effect on their readiness to learn. Over 82% of the cohort started Reception at least 1 year below the age expected level in relation to their personal, social and emotional development.

Foundation Stage	% of pupils achieving the expected standard		
	All pupils	Disadvantaged pupils	Difference
2022	45.5	33.3	-12.2
2023	43.1	25.0	-18.1
2024	47.4	42.9	-4.5

The training of the staff needs to continue. We plan to deliver further training on language strategies, both for whole class teaching and for small groups. The work on embedding of the Phonics scheme and developing it into KS2 also needs to continue.

The targeted academic support will continue. We have evidence that the children that received this additional support made good progress. Although this support is provided at all stages, we are targeting children in Y3 and Y4 in particular, rather than upper KS2.

The wider strategies will continue. The outcomes at KS2 demonstrate that the impact of giving children a wide range of experiences is enhancing their learning and opportunities.

## 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