

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	Sharps Copse Primary
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	65.77%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
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	£284,620
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284,620

## 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:

- Language levels of children on entry in year R
- Physical skill levels of children on entry in year R
- Supporting mental health
- Providing enriching and diverse experiences
- Increasing levels of complex SEND

Key objectives to address these challenges and raise attainment for pupil premium children  
Taken from SIP 2023-2024

EYFS:

- To continue to develop a bespoke, progressive EYFS curriculum and environment that is built on the strong principles of child development.

Personal development, behaviour and attitudes:

- To plan and deliver an engaging, stimulating lunchtime that promotes positive and respectful behaviour with their peers and lunch time supervisors.

Leadership

- To fulfil the academic and social needs of all pupils through an equitable school environment.
- Supporting Parents to be responsible, active participants in every aspect of their own lives and those of their children and family.

## 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.	Reduced number of children requiring SALT support within school. Record of discharges and individual records of progress (Pupil Plans)
Improved fine and gross motor skills for all our children, particularly our disadvantaged pupils	Reduction in % of children needing physical intervention support entering year 1. Fine motor skill support in year 1 reducing over academic year Individually evidenced in Pupil Plans
To achieve and sustain improved academic progress for all children, particularly our disadvantaged pupils.	Termly data capture, pupil progress meetings, Year 2 and 6 SATS results to show Year 1 Phonics results
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Reduced number of CSI referral for SEMH support. Happier lunchtimes – reduced number of lunchtime reflections for playtime behaviours. Increasing number of parents attending parent Hub.
For all disadvantaged pupils to have opportunities, which are diverse and enriching	All children attending school trips Increased number of children requesting school sports clubs Numbers of families taking up holiday club and trip opportunities offered.



## 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 KS1 had foundation classes to enable 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
New lunchtime system promoting positive and respectful behaviour.	Reduction in number of lunchtime incidents requiring lunchtime reflection	4

### Targeted academic support

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

SALT employed two half days per week to assess and review progress	Increased progress in speech and language through measured assessment and target setting	
Additional member of staff in year 3/4 and 5/6 to support growing needs	Closing gap for SEND children	
Support in Years R and 1 to improve gross and fine motor skills inter twined into the curriculum	Children more able to access writing skills, firmer pencil control. Improved core balance for children	2

### Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE specialist, expanding experiences of different supports After school clubs – heavily subsidized	Well being of children. Number of children wanting to engage in these opportunities is increasing Pupil and parent voice	2, 5
Funding for trips – heavily subsidized	Making school trips, that enrich the curriculum, available to all. Pupils more motivated and excited about learning. Evidence in topic work and writing. Pupil and parent voice	5
Parent support a focus Parent Hub, running 5 x weekly	Increased/ improved engagement of parents	4
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	4,5
Duty staff available to support children unable to regulate.	Reduced fixed term exclusions, OOC and Lunchtime reflections for these children	4

**Total budgeted cost: £284,620**

## Pupil Premium Provisions 2023-2024

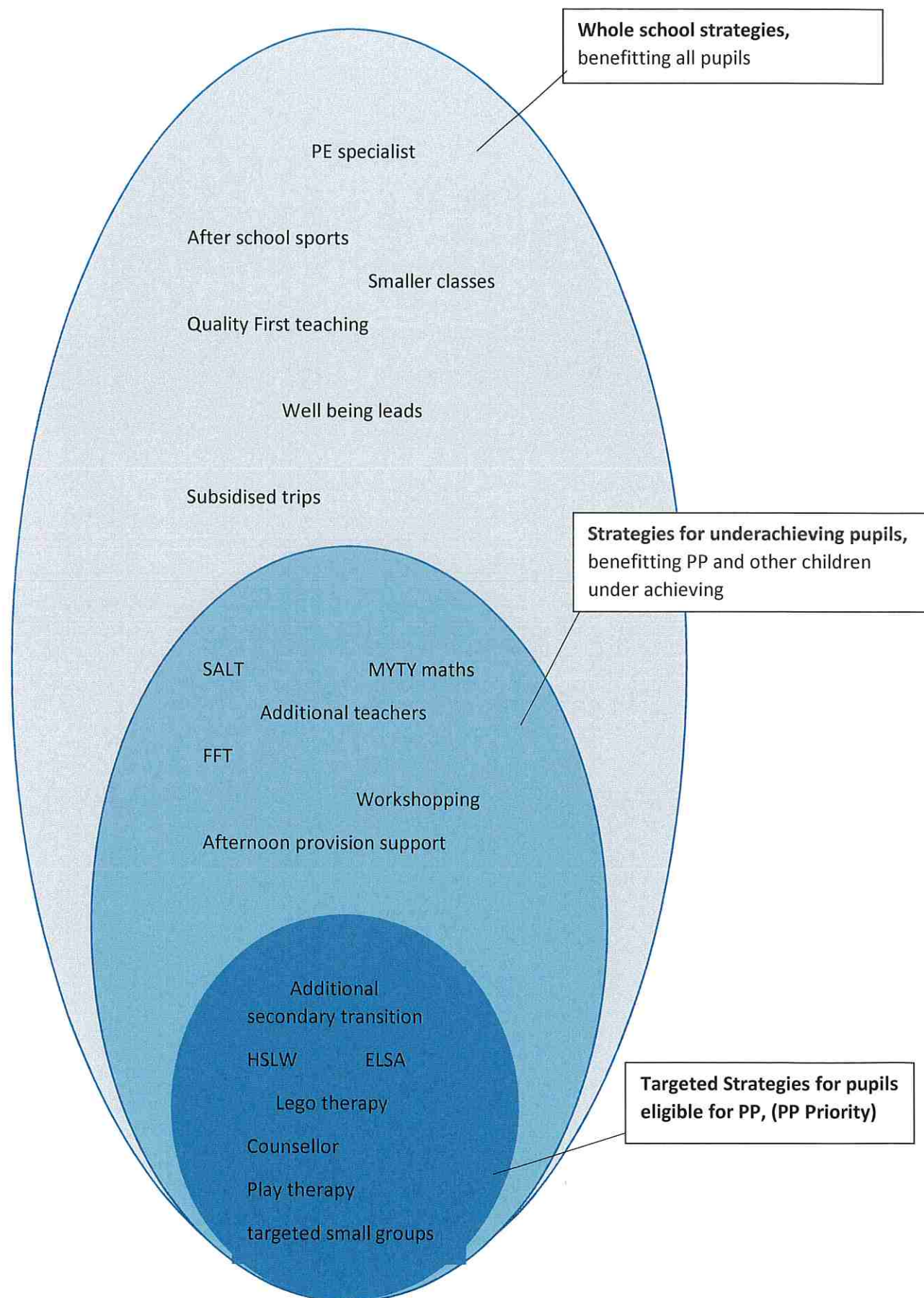


Figure 1

## Review of Outcomes for 2022-2023

Activity	Impact	Moving forwards
Improved oral language skills and vocabulary for all our children, particularly our disadvantaged pupils.	Reduction in number of children leaving year R requiring SALT. This was not as good as previous years due to gaps in support from staff illness.	Continue this support this academic year to improve language skills of new entrants but also to support in year 1. Full time HLTAs employed for academic year
Improved fine and gross motor skills for all our children, particularly our disadvantaged pupils	Improvements in pencil control and core balance	Need to continue this support in year 1 and monitor progress in year 2 for following year Physical development to be inter- twined into Year R curriculum
To achieve and sustain improved academic progress for all children, particularly our disadvantaged pupils.	SATs results Reduction in % of SEND with MLD	Loss of foundation learning in lower school still a concern. These classes to remain single year group and smaller (no more than 23) Additional member of staff in 3/4 and 5/6 to support academic progress
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved mental health for children. 'Patch and Ali' club Improved emotional vocabulary	New lunchtime system to be introduced Well being curriculum to continue weekly Play therapist 2 mornings per week Alongside already robust SEMH support
For all disadvantaged pupils to have opportunities, which are diverse and enriching	Return of trips Children experiences a wider curriculum through trips and visitors	Continue to support families by subsidising trips in light of new soaring inflation Adaption of trips for individual needs Re introduce swimming Increase number of sporting opportunities offered



## Impact on learning summary

Data showing progress of disadvantaged pupils for academic year 2022-2023

### Reading

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
3	85.2	11.1	3.7
4	75	12.5	12.5
5	66.7	12.5	20.8
6	69	17.2	13.8

The majority of children making less than expected progress were still working well within their year group curriculum or on track (this was all children in years 5 and 6)

### Writing

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
3	85.2	11.1	3.7
4	86.9	8.7	4.3
5	79.2	8.3	12.5
6	82.8	10.3	6.9

The majority of children making less than expected progress were still working well within their year group curriculum or on track (this was all children in years 5 and 6)

### Maths

Year group	% making expected progress	% exceeding expected progress	%making less than expected progress
3	81.5	14.8	3.7
4	69.6	21.7	8.7
5	83.4	4.2	12.5
6	75.8	3.4	20.7

All but 2 children making less than expected progress were working well within their year group curriculum

2023-2024 - Focus on additional afternoon provisions and quality first equitable teaching to close these gaps in expected progress