

# Pupil premium strategy statement – Sketchley Hill 2024-2025

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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	569
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lawrence Lee
Pupil premium lead	James Tarrant
Governor / Trustee lead	Oleta Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£103,320

# Part A: Pupil premium strategy plan

## Statement of intent

Sketchley Hill is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of inspiring curiosity in life-long learners.

We are a large, three form entry primary school in Burbage, Leicestershire, with close to 600 pupils, of which 11% receive Pupil Premium.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

At Sketchley Hill Primary School, the intent for our Pupil Premium Pupils is that we aim to improve their progress and attainment in reading, writing and maths. We understand the importance of supporting the educational journey of all pupils at Sketchley Hill Primary School and in particular, our disadvantaged pupils. Alongside this, we strive to narrow any gaps in learning they may have through high quality teaching and intervention strategies.

We place a huge importance on pupil wellbeing and aim to increase the confidence and emotional wellbeing for any pupils that need support to deal with issues at home, school or more recently, from the impact of Covid. We want our pupils to develop resilience and independence along with communication and language skills through accessing small emotional wellbeing and nurture groups.

This Pupil Premium Strategy Plan aims to address the intentions for our Pupil Premium Pupils by identifying the challenges they face and implementing high quality strategies and initiatives to support them. This will include tuition groups led by qualified teachers, ELSA and Nurture Groups led by trained leaders, implementing whole school and individual wellbeing initiatives as well as offering a range of extra-curricular activities.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

The key principles of the Strategy Plan are to ensure that all stakeholders are aware of the school's intent for using our Pupil Premium Funding and that there is a whole school approach and ethos in improving the quality of education and personal development for all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Through data analysis, observations, pupil interviews and book scrutinies, it is evident that some pupils, especially disadvantaged pupils, lack the skills and knowledge to access their year group objectives. This has meant that some pupils are working on a lower curriculum to close knowledge gaps. Intervention for these pupils to improve attainment is vital for these pupils.
2	English analysis and teacher feedback has identified that pupils lack the necessary vocabulary to access many of the year group tasks, therefore they struggle to understand and achieve expectations. This has impacted on all areas of the curriculum meaning that pupils are falling behind age related expectations and require further support and intervention. On entry last year 50% of Pupil Premium children were at age related expectations in Reading as opposed to a cohort average of 83% and in the previous year it was only 36% for PP children and 75% as a cohort average.
3	The cost of living crisis has been an extremely challenging time for disadvantaged families. This has resulted in pupils lacking the required resources, especially at home, to support their emotional and academic needs. Support in a variety of ways by school has been vital to give disadvantaged pupils the best opportunity to succeed.
4	Many pupils, including disadvantaged pupils have struggled to develop their ability to communicate and build solid relationships with their peers and adults. This has ultimately effected their emotional health and wellbeing and has resulted in teacher referrals for support risen.

## 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
To improve progress and attainment of all disadvantaged pupils in Reading, Writing and Maths through high quality teaching and interventions	Disadvantaged pupils demonstrate an improvement in standards in Reading, Writing and Maths
To improve the basic English and Maths skills of disadvantaged pupils so that they can be applied independently across the curriculum	Disadvantaged pupils increase their basic skills in English and Maths enabling them to be more confident in accessing learning across the curriculum
To support the emotional wellbeing of all pupils, including Disadvantaged pupils. To provide pupils with necessary resources to be able to access and enjoy school life	Disadvantaged pupils increase in confidence, resilience and independence. Disadvantaged pupils have the resources required to access school
To increase the number of disadvantaged pupils accessing extra-curricular clubs	All Disadvantaged pupils access at least one extra-curricular activity in the year

## Activity in this academic year 2024-2025

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings	<p>There is strong evidence that holding termly meetings to discuss progress and attainment, and sharing knowledge and strategies between class teachers, SLT, SENDCO and subject leaders, can improve outcomes for all pupils.</p> <p>The Key for School Leaders - <a href="https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-non-specific/Pupil-progress-meetings-organisation-and-models/">https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-non-specific/Pupil-progress-meetings-organisation-and-models/</a></p>	1 & 2
Year Group Moderation	<p>High quality moderation meetings and discussions enable teachers to identify strengths and areas for development to inform their planning and teaching cycle. By sharing expertise and assessment for learning strategies, pupil outcomes can improve.</p> <p>(In house Monitoring and Evaluation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	1 & 2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition/support in English and Maths	<p>Evidence consistently shows that the positive impact that targeted academic support can have, including on those pupils who are not making good progress, or on those who have been disproportionately impacted by the effects of the pandemic</p> <p>The EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>Targeted Group Support</p>	1 & 2

	<p>Research has found that Disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. High quality planned intervention can support pupils in narrowing the knowledge gaps.</p> <p>DfE School Led Tutoring Guidance - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p>EEF Pupil Premium Guide - <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-Pupil-Premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-Pupil-Premium</a></p>	1 & 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and Nurture Group Support	<p>Research suggests that providing a safe but rich and challenging learning environment, where children are free to grow socially and emotionally, has a positive impact on their academic development too. It has been more prevalent during this challenging time to support pupil's mental health and wellbeing.</p> <p>ELSA Support Group website/local training - <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p>	1, 2 & 4
Lunchtime 1:1 Support	<p>Implementing 1:1 support at lunchtimes, where it is less structured than the classroom environment, can ensure that quick intervention and support can be put in place when issues arise. Targeted approaches that are tailored to pupils' needs such as regular reviews or behaviour assessments may be appropriate where pupils are struggling with behaviour. A reduction in behavioural issues can lead to better academic outcomes.</p> <p>SEND Forums Oakfield Behaviour Forums <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2 & 4
Relate Counselling	Offering support from a non-judgmental and external adult, research suggests that this can help	1, 2 & 4

	<p>pupils who are struggling to cope with school and home situations. Pupils who share their worries and concerns with a trained counsellor feel better able to deal with problems themselves, get on better with friends and family and are able to lead an improved life at school and at home.</p> <p>Relate - <a href="https://www.relate.org.uk/relationship-help/help-children-and-young-people/children-and-young-peoples-counselling">https://www.relate.org.uk/relationship-help/help-children-and-young-people/children-and-young-peoples-counselling</a></p>	
SEND Support	<p>The DfE SEND guidance explains that it is important to identify Special Educational Needs as early as possible. It is also important that schools teach the curriculum in the right order so that pupils with SEND can master what they most need to know before moving on. Using the expertise of the SENDCo to support class teachers is an effective way to improve the outcomes of pupils.</p> <p>SEND Forums DfE Supporting SEND document - <a href="https://www.gov.uk/government/publications/supporting-send/supporting-send-a-summary-for-children-and-young-people">https://www.gov.uk/government/publications/supporting-send/supporting-send-a-summary-for-children-and-young-people</a></p>	1 & 2
Uniform/Resources/ Trips support	<p>Providing school uniform, resources and giving more opportunities for Disadvantaged pupils can assist in pupil discipline and motivation, ultimately improving standards in school.</p> <p>EEF Pupil Premium Guide - <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-Pupil-Premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-Pupil-Premium</a></p>	1, 2 & 3
Extra-Curricular Activities	<p>Evidence shows that children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The overall impact of enrichment activities on academic achievement is positive.</p> <p>EEF Life Skills and Enrichment - <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	1, 2 & 3

**Total budgeted cost: £ 100,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2023-2024

#### **Tuition**

Disadvantaged pupils received regular tuition in Reading, Writing and Maths. Groups were carefully selected and delivered by qualified teachers. We tried to ensure that the support was given alongside the whole class teaching so that the children did not miss out on key learning. The individual support of group support was always based on the class teach.

#### **Counselling**

A number of pupils continued to access counselling throughout the year, not only Disadvantaged pupils but also other pupils that required it. It was clear that anxiety and worry were still evident in a number of pupils and support was needed.

#### **ELSA groups – and Year 6 transition**

Pupils in Year 6 who were worrying about the transition to High School, found this support extremely beneficial and this provision gave them self-help strategies to support them to move forward. Other pupils, who had difficult home circumstances, also found this support invaluable.

The main elements for these groups were improving pupil's confidence, controlling emotions and coping with difficult home lives or family splits and friendships. A variety of activities were planned such as craft projects, gardening projects and general conversations to support these areas of support.

#### **Support for families**

Lots of support given to families to support them through the cost-of-living crisis eg. meal vouchers, contributions to trips, uniform etc

#### **Participation**

We have seen a much greater uptake in the participation of extra-curricular

### 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.*

<b>Programme</b>	<b>Provider</b>
SCARF	Coram Education