

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

Detail	Data
School name	Sarratt C of E Primary
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will next be reviewed	September 2025
Statement authorised by	Nicola O'Hare
Pupil premium lead	Nicola O'Hare
Governor / Trustee lead	Mel Boda

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32 850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32 850

Part A: Pupil premium strategy plan

Statement of intent

At Sarratt Church of England School, Christian values are at the heart of everything we do. We follow our school vision, The Sarratt Way, in which we treat others the way we would want to be treated ourselves and strive to do our best to be our best. We enable our children to become resilient and self-assured learners in a nurturing environment where individuals, of all faiths and none, are respected and valued. Our inspiring and broad curriculum engages young minds and promotes enquiry based learning to prepare children for their future in modern Britain.

Principles

- We ensure that Teaching and Learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Pupil premium funding will be allocated following a needs analysis which will identify priority areas/individuals/groups

Rationale:

- To close gaps in attainment by accelerating the progress of pupils in receipt of PP funding. Our strategy is to invest in early intervention whenever possible.
- To build on the positive impact of PPG spending last year by further developing and extending provision to meet the identified needs of individual pupils through targeted additional support and intervention.
- To continue to invest in high quality resources and training to further improve 'Quality First' teaching and learning to ensure sustained positive impact for all pupils.

Focus areas for this group of pupils for our school this year have been identified as **early reading, writing and number development** and **Social and emotional skills (PSHE)** in particular.

Challenges

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

Challenge number	Detail of challenge
1	Emotional and social needs of identified PPG pupils create a barrier to learning and achievement.
2	Identified PPG children do not achieve academically in line with their peers in the development of early reading, writing and number.
3	Identified PPG children do not have the same broad and rich experiences outside of school.
4	Identified children do not have access to the resources and equipment needed to access all areas of the curriculum and school life.

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
Support emotional and social needs of identified PPG pupils to allow children to access learning and achieve success in all areas of school life.	<ul style="list-style-type: none"> Improved social interaction within friendship/peer groups Emotional needs of pupils fully supported enabling them to cope with emotional and behavioural difficulties and achieve well in school All staff well equipped to deal effectively with behaviour incidents Reduction in number of behavioural incidents in class and at break times Improved confidence and self-esteem Systems in place for robust monitoring of issues within school
Ensure all pupils achieve, as a minimum requirement, age related expectations in early reading, writing and maths. Where pupils are identified as working below age related expectations, support is given to enable them to make accelerated progress in order to close the gap.	<ul style="list-style-type: none"> All PPG pupils make, as a minimum requirement, expected progress from their baselines, allowing them to achieve ARE. Where pupils' baselines show they are working below ARE, strategies ensure they make greater than expected progress to close the gap.

<p>Ensure pupils have access to a high quality curriculum which provides opportunities to broaden educational experiences.</p>	<p>Engagement and enjoyment in curriculum learning is improved, impacting on attainment and progress. Pupils are enabled to have a broader educational experience, provided opportunities to learn outside of the classroom.</p>
<p>Ensure all pupils have equal access to resources and experiences as their peers.</p>	<p>Pupils are equipped and have access to resources to enable them to fully access all areas of school life.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours for intervention across school	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning <i>'where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching'</i> EEF	2
Professional Development (through partnerships and The National College) including class cover to release staff from timetable	<i>'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.'</i> EEF	2
Investment in curriculum resources and technology to enhance teaching.	<i>'Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.'</i> EEF	2

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

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI programme embedded in EYFS and	Read Write Inc (RWI) is a phonics complete literacy programme which helps all children	2

Year 1 to ensure all children establish firm foundations in phonics and early reading and writing. RWI embedded in Y2 to ensure children still working on the programme have access to daily sessions.	learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc.	
Additional daily fluency sessions in maths to target securing of key number concepts using White Rose Fluency programme.	Learning is secured when previous learning is presented in small steps and reviewed regularly to obtain a high success rate. (Rosenshine’s Principles of Instruction 2012)	2
Additional Homework resources to support Year 5 and Year 6 in securing arithmetic expectations.	Learning is secured when previous learning is presented in small steps and reviewed regularly to obtain a high success rate. (Rosenshine’s Principles of Instruction 2012)	2

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

Budgeted cost: £14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo time	EEF states that teaching interventions can have an impact of 4+ months. The SENCo is fundamental in ensuring that the interventions are informed and focused.	1 and 2
Costs for subsidised visits, clubs, music lessons and activities	Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged pupils.	3 and 4
Play therapy contribution	EEF states that behaviour interventions can have an impact of 4+ months	1
KLS Family support worker (counsellor) contributions Kings Langley Partnership Schools and Families contribution	EEF states that supporting social and emotional learning can have an impact of 4+ months	1

Total budgeted cost: £32,000

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 2023 to 2024 academic year.

Identified children were given access to play therapy and family support services to provide targeted help. Feedback and observations from adults in school and families reported seeing positive impact from the support.

As a result of behaviour support and investment in additional adults, there was a reduction in incidents recorded on CPOMs system. This was reflected in observations of playtime/ lunchtime and through responses captured by Pupil and Parent Voice activities.

Subsidies for clubs and visits enabled all children to fully access a broad and enriched curriculum including all children attending Year 6 residential visit.

Academic Progress

PPG Progress Aut 23 - Sum 24

