# Sherrier CE Primary Pupil Premium Strategy Statement

## School Overview

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| Detail | Data |
| School name | Sherrier CE Primary |
| Number of pupils in school | 414 |
| Proportion (%) of pupil premium eligible pupils | 44 children 10.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022  2022-2023  **2023-2024** |
| Date this statement was published | December 2022  December 2023 |
| Date on which it will be reviewed | October 2023  June 2023 |
| Statement authorised by | Lyndsey Beckett |
| Pupil premium lead | Kellie Kirby |
| Governor / Trustee lead | Mark Janssens |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 66 560 |
| Recovery premium funding allocation this academic year | £ 6 815 |
| 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 | £ 73 375 |

# Pupil premium strategy plan

## Sherrier Statement of Intent

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| At Sherrier CE Primary School, we provide a happy, nurturing and supportive environment where all children are encouraged to reach their full potential. We have high aspirations for all our children and strongly believe that educational success is not about where you come from.  To ensure our Pupil Premium funding is spent in the most effective ways we aim to:  • Target the funding well from the outset, being responsive and flexible to individual needs.  • Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.  • Use effective intervention strategies to improve achievement in English and mathematics  • Ensure that well trained staff help raise standards for all pupils.  • Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals.  • Actively involve the governing body in decision making processes and the monitoring and evaluation of effective Pupil Premium spend.  From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference.  To improve outcomes for our disadvantaged pupils, school leaders will work with colleagues to:  • Make the achievement of pupils eligible for Pupil Premium funding their number one priority.  • Use research evidence, including The Sutton Trust and Education Endowment Foundation (EEF) Toolkits to inform spending decisions.  • Take a whole school approach to quality first teaching, which sets high aspirations for all pupils.  • Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual’s barriers to learning.  • Use different approaches for groups or individual’s barriers to learning, depending on identified need.  • Ensure every member of staff knows who disadvantaged pupils are and takes an interest in their success.  • Have a designated Pupil Premium Champion (Deputy Headteacher) who undertakes regular research on effective strategies, analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.  • Provide personalised support for each pupil following consultation with parents.  • Ensure governors understand the role to play in providing constructive challenge to the school’s Pupil Premium Strategy.  • Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.  School leaders and governors take an evidence-based approach to selecting the most effective approaches to improve outcomes.  The following steps are followed:  • ***How well are our disadvantaged pupils achieving?***  Where are the current gaps in attainment and progress both within school and compared to national averages?  ***• What are the barriers to learning for our disadvantaged pupils?***  Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them.  • ***What are our desired outcomes for pupils?***  Important outcomes which will lead to improved attainment for our disadvantaged pupils include: increasing rates of progress; improving attendance; improving family engagement; developing skills and personal qualities to build emotional resilience; and extending opportunities.  • ***How will success be measured?***  For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.  • **Which approaches will produce these outcomes?**  To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and longterm approaches, as well as between whole school and targeted strategies.  • ***Which approaches are effective and which aren’t?***  We will evaluate our approaches by focusing on the success criteria and asking: Are the chosen approaches impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently? |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Parenting Support**  In 2021/22 there was a sharp increase in the number of Pupil Premium pupils who were subject to CP, CIN, EHA/TAF processes and parents who had limited parenting skills to ensure their children were ‘school ready’. The CFSW role has changed over the last few years with increased focus on supporting the DSL team providing support to parents rather than pupils directly. The employment of the Pastoral Manager/ELSA full time has been focused on directly supporting pupils alongside the wider Pastoral Team. Lack of Health Visitor support for young families has increased the need to support vulnerable families within our Sherrier family. This in turn has led to more of the senior leadership team dealing with pastoral/behavioural/wellbeing incidents. Desired outcome: To build multi-professional networks (health visitors, school nurse, charities) to support families further whether in school or externally. Teachers identify the positive impact of nurture support on pupils’ well-being, behaviour and learning. Assessment information, including work in books shows that pupils can focus on learning and are making good progress. |
| 2 | **Oral language and social skills of children coming into nursery and reception**  School data shows that disadvantaged pupils entering school still have skills below that expected for their age and particularly in the strand of communication and language and PSED. This impacts on their development in other areas. The SENCO refers pupils early to the Communication and Interaction service, however appointment times and support can be limited. Speech continues to be a concern with poor language understanding in KS1 and some PP/SEND children do not pass the Y1 Phonics screening test because of this. Entry information for pupils in nursery and reception shows that pupils have low social skills and delayed personal development (toileting), potentially caused by covid. Desired outcome: That assessment information shows that identified PP pupils in Reception make rapid progress in the above areas so that they are able to access the full curriculum and experiences in school. Their on-exit data from FS shows they have made progress in PSED. Children in KS1 will have a language based intervention to support their oracy development. |
| 3 | **Many pupils who are eligible for Pupil Premium, have Special Educational Needs or their families are receiving additional support**  The analysis of school data from 2021/22 shows limited evidence of accelerated progress of some disadvantaged pupils who are also SEND in reading, writing and maths. The investment in additional targeted TA provision (school tutoring and Catch Up) with training has been effective. In 2022/23 the school has identified an increase in pupil with complex and learning needs across the school and our SEND children do not make as much progress as SEND children nationally (KS1 AND KS2 SATS data). Desired outcome: To accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar rates of progress to SEND children nationally and ensure that provision is well-matched to their wider needs in and out of the classroom so they can access the curriculum alongside their peers. |
| 4 | **Outcomes in Writing**  Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences. PP children often see the writing process as ‘difficult’ or ‘not enjoable’ which in turn prevents them ‘wanting to write’ for purpose. The Talk for Writing process has prevented the children writing for a ‘real life’ purpose and therefore disengaging the children and preventing outcomes. Writing for Pleasure strategy for developing writing has been a success and children are engaged in the writing process more in 2022-2023. Desired Outcomes: Standards in Writing to be at least the same attainment levels as non-PP pupils nationally at KS1 and KS2 through a model of ‘Writing for Pleasure’. |
| 5 | **Improve Attendance and Punctuality**  Our termly analysis of attendance information indicates that children who are disadvantaged are more likely to be persistently absent when compared to their non-disadvantaged peers. Increasing attendance (including punctuality) will impact positively on overall attainment. Overall attendance for last academic year for those who are disadvantaged was 91.1% while the figure for those who are not disadvantaged was 97.6%. |

## Intended Outcomes

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| **CHALLENGE** | **INTENDED OUTCOME** | **SUCCESS CRITERIA** |
| Parental Support | Pupils who are PP attain in line with non-PP nationally.  All children will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. | * Parents of PP children will attend relevant workshops provided by the school. * Reluctant parents will be engaged with the school and external agencies through the PP Lead, SENCo and Pastoral Manager. * 100% attendance of PP parents at parents evenings. * Pupil Voice/Questionnaire will demonstrate that >95% pupils are confident that they can talk about their problems and feelings. |
| Oral Language and Social Skills | By the end of EYFS, 75% of children to reach GLD.  By the end of EYFS, PP pupils will achieve the expected standard or above in Communication and Language Development – in line, or above National Averages. | * Improved oracy impacts positively on independent writing. * Explicit teaching of vocabulary enables children who are PP to access the curriculum more broadly, raising their achievement. * Observations of and discussions with children who are disadvantaged evidence widened vocabulary that is applied within conversations and written work. This is reflected in improved writing attainment. Writing outcomes by 2024/25 show that:   • KS1: more than 70% of children who are disadvantaged meet the expected standard at the end of Y2.  • KS2: more than 80% of children who are disadvantaged meet the expected standard at the end of Y6. |
| SEND and PP Provision | To accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar rates of progress to SEND children nationally.  Ensure that provision is well-matched to their wider needs in and out of the classroom so they can access the curriculum alongside their peers. | * EEF 5 a day SEND model provides adequate classroom models of support to engage SEND/PP children. * SEND/PP children make progress in line with SEND nationally. * SEND/PP children’s work books show progress from their starting point. |
| Standards in Writing | All pupils to be able to write for an appropriate purpose and audience:   * 70% of pupils achieve the expected standard or above by the end of KS1. * > 80% of pupils achieve the expected standard or above by the end of KS2 | * Children who are PP and who have the potential to reach GDS in writing achieve this. They are supported to use the features that are required for this level of writing. * Progress for children eligible for PP is quicker than that for non-PP. * Teachers are clear of the next steps for all children who are PP. |
| Attendance | No gap between FSM and all pupils’ attendance with all > national. | * Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children nationally. * Teachers, parents and children themselves, report that they are happy and prepared to learn. Children are well-equipped for school. * Attendance is monitored regularly and formal review meetings held with parents where non-attendance is persistent. |

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: **£ 53, 514.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High quality-first teaching and staff retention to provide experienced delivery of QFT:  - teaching both cognitive  and metacognitive  strategies  - Scaffolding and flexible  grouping  - retrieval practice  - taking into account  misconceptions and prior  learning  - CPD on teaching and  learning strategies and SEND models | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is  supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.   * **Education Endowment Foundation, Support for Schools, School Improvement Planning, ‘1. High Quality Teaching’** * **Rosenshine Key Principles** * **EEF SEND in mainstream schools guidance report** [EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1674482559) | 2, 3 and 4 |
| Develop staff use of the 5 a day SEND model to teaching as a tool to enhance PP/SEND children’s outcomes through the use of instructional coaching and walkthrus. | Done well, the 5 a day SEND model to support learning will support pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where teacher wants them to be. When used effectively, can accelerate a child’s progress by up to 7 months.  [EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1674482559) | 2, 3 and 4 |
| Pastoral Manager; supporting in the organisation and delivery of ELSA lessons and pastoral support in mental health and wellbeing.  Use 5 models of Social and emotional learning in schools- praise, rewards, modelled behaviour, expectations and routines. | “*Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”* Planning for a carefully adopted SEL programme with dedicated teaching time will improve learning outcomes.   * **EEF guidance report on Improving Social and Emotional Learning in Primary Schools** [EEF\_Social\_and\_Emotional\_Learning.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1674483170) | 1, 2 ,3 and 4 |
| Develop children’s capability and motivation to write for a purpose and audience. | Motivation can also be enhanced by encouraging children to write for a range of purposes and audiences with opportunities to ‘publish’ their writing by sharing it with the intended audience. Not only does this make the activity more motivating and meaningful, it can also support children to take increasing responsibility for managing and evaluating their writing. There is some evidence that, for younger children, unstructured activities—such as drawing a picture of their choice—are most effective at improving writing.As children get slightly older, there is some evidence that more structured activities with guidance about what to draw or write, such as copying letters or symbols, are more effective at improving writing.   * EEF Preparing for Literacy Report [Preparing\_Literacy\_Guidance\_2018.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1674483595) | 2 and 4 |

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

Budgeted cost: £ **5265.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subsidised costs for School Led Tutoring led by sherrier’s own trained teaching assistants after school for all PP and SEND children in Y1-6.  Teaching Assistants trained by the NTP and resources purchased to support learning including Number Stats and Headstart Year group curriculum booklets for Y1-Y6.  Teaching Assistant used to develop Forest School skills in FS to Y6. | Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.  The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This research shows a consistent impact on attainment of approximately three to four additional months’ progress over an academic year.   * **EEF Making Best Use of Teaching Assistants** [TA\_Guidance\_Report\_MakingBestUseOfTeachingAssistants-Printable\_2021-11-02-162019\_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1674484319)   Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:   * <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> * And in small groups: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/> | 2, 3 and 4 |
| Deliver NELI intervention for children in EYFS with language gaps. Continue with programme into Y1 for those who began the programme in EYFS last year. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/> | 2, 3 and 4 |
| Purchase of and training to deliver Rapid Phonics Programme in Y3 and Y4 to secure stronger phonics teaching for those who still require this intervention in lower KS2. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  - [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3 and 4 |
| Deliver daily 1:1 phonics intervention across Y1 and Y2 to ensure gaps close as soon as they develop.  To be delivered by training tutors.  To ensure children who did not pass the Y1 phonics check have intervention to support learning missed phases of phonics using the RWI phonic scheme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and oral language (though not necessarily comprehension), particularly for disadvantaged pupils:   * [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3 and 4 |
| Develop oracy skills and language development to secure children’s understanding of words and outcomes in early reading by introducing regular Talk Boost sessions for KS1 children. | Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. EEF recommends that explicitly extending pupil’s spoken vocabulary and using purposeful, curriculum-focused dialogue and interaction will enhance pupils learning by + 6 months.   * EEF toolkit on oral language interventions: [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2 and 4 |
| Develop fine motor skills for writing through supported physical activity intervention for EYFS and KS1 children.  Introduce Big Moves intervention for children with fine and gross motor concerns. | Physical activity has important benefits in terms of health, wellbeing and physical development. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.   * EEF Toolkit on Physical Activity: [Physical activity | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) | 4 |

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

Budgeted cost**: £** **7781.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s ‘Improving School Attendance’ advice. This will involve training and release time for the Inclusion Lead and an office staff member to develop and implement procedures to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Schools engaging with parents to support and encourage their children to attend school will increase attendance.   * EEF report on Improving School Attendance: [Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1674042760) | 5 |
| Personal funding allocated for Residential Trips, Swimming and private after school enrichment lessons.  School Milk scheme for PPG children in FS, KS1 and KS2. | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.  **EEF PP Toolkit-** | 2, 3, 4 and 5 |

**Total budgeted cost: £ 66, 560.00**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

Academic Year 2021-2022/2022-2023

Since 2021 we have ensured effective communication is our priority so that our parents/carers have first hand information. We made sure we had a tool for communicating that was instant and direct and one that could give parents a range of information all stored in one place. We introduced Class Dojo as our tool for this. We now connect with our parents through instant messaging, photos, reporting and a way to ensure parents know about their child’s rewards and sanctions. Through this our teachers, senior team leaders, wellbeing and pastoral leads and our senco can all place information, surveys and letters on to advertise external agencies, newsletters or to obtain parental opinions such as our safeguarding surveys. All teachers, leaders, parents, governors, teaching assistants, office staff and premises officer get the same information. Since Class Dojo, we have introduced a ‘sign up’ to extra food parcels by Aldi supermarket, a pastoral messaging support service, wellbeing links to local support and a platform to raise awareness of national and local parenting events in the community. 10 out of 17 pupil premium families use the food parcel service and local foodbanks led by our Pastoral Manager.

Our Deputy Headteacher has now been trained as a Mental Health First Aider that can offer advice and support to both our pupils and families. A MHFA policy is now available on our school website and the school has achieved the Enhanced Healthy School Plus for MHFA. Senior Mental Health CPD is booked for Spring Term 2023 using the DFE funding grant.

Our SENCO is a fully accredited counsellor offering support to our community. Ongoing support for our PP children and their families and a regular session called ‘Time to Talk’ has now been introduced at Sherrier for ‘drop in’ counselling sessions are available.

During academic year 2022-2023, parent communication has improved through using surveys and evidencing changes and steps forward in our new Sherrier Newsletters that can be found on our school website and Class Dojo of what our parents wanted to see at Sherrier. We have added an ‘Enrichment Opportunities’ tab to our website that explains what we offer for enrichment for the children at Sherrier. We have also created a better ‘Mental Health and Wellbeing tab on our website that parents are signposted to regularly for external support and charities to aid this area of need.

Since the Deputy Headteacher began the Senior Mental Health Lead training in the Spring term, a Pastoral Team of key members of staff has been established and a Pastoral Provision Map set up to ensure all staff know their part to play in dealing with Mental Health concerns. In these meetings, children’s needs are shared and a ‘team around the child’ approach is enabled so that children are receiving many types of support in school. A clearer pathway for staff to address pastoral concerns has been put in place so actioning the concern is quicker with the relevant member of staff.

We are utilising the Wellbeing Ambassadors role in school to ensure key messages are getting out there to our families when needed- online safety, being kind etc.

Our next steps would be to have local services come into our school for regular family support sessions. Although we have e safety sessions and the NSPCC assemblies, we feel a regular timetabled slot weekly that could help parents with parenting skills.

In our Foundation Stage we have implemented the NELI language programme in 2021-2022. We had 7 children on this programme all with delayed speech and communication skills according to their age. All children entered the Foundation Stage as below their age related expectation on their baseline assessment. A FS teaching assistant carried out the training and led the group across two terms. Out of the 7 children on this program, 5 children’s oracy development improved with 5 out of 7 improved. All children however, did not achieve GLD at the end of the year.

In 2022-2023 the NELI program was continued and all children in FS made small steps progress. We also ensured those children in Year 1 and 2 with oracy difficulties had targeted intervention led by an experienced teacher using the ‘Talk Boost’ program. Children made small steps progress although none of the children achieved GLD.

Our next steps is to implement the NELI program again in FS and Y1 this academic year but in hand introduce ‘Talk Boost’ sessions as a separate supported intervention program for those children who need word recognition and to develop oracy for early reading.

As part of our performance management cycle, teachers targets are aimed at ensuring our SEND/PP children make progress in line with PP nationally particularly in writing. By doing this, the 5 a day SEND teaching model is being implemented and CPD for this academic year (2022-2023) is wholly focused on this model as a tool for QFT. All staff have had training on implementing the 5 A Day EEF model as a whole school approach in classrooms and is a key agenda in our coaching learning walks sequence for the Summer term 2023.

Data from the previous academic year 2021-2022 showed that our SEND/PP children do not make as much progress in writing compared to that of SEND children nationally. 25% of PP children compared to 52% nationally reached ARE in writing at KS1 and 42.9% of PP children compared to 56.5% of PP nationally reached ARE in writing at KS2. Through looking at books, asking children about writing we knew there needed to be a new approach to writing that motivated their enjoyment and gave our writing a sense of purpose. The Writing 4 Pleasure approach forms part of our school improvement plan with a CPD cycle planned for our staff over the next 18 months. Children can write at their leisure through their own personal writing journals and the teaching of writing is broken down into daily specific writing features to ensure all children have mastered the skill or objective being taught. Autumn term moderation 2022 has shown that the children’s writing has more meaningful contexts and purposes and children have spoken highly about the approach.

In 2022-2023, performance management target 2 was set for teachers to ensure they were working towards their SEND pupils making expected progress in Writing by the end of the year. By the end of 2022-2023 our SEND children achieved:

-75% in Writing at KS2 (National Data 21/22 69% KS2)

-80% in writing at KS1 (National Data 21/22 58% KS1)

We have implemented the Writing for Pleasure approach to writing at Sherrier and out staff have had a year of CPD to ensure the writing is aligned with the approach’s expectations. Writing assessment criteria has been developed using national writing standards and a cycle of termly moderation has taken place.

The EEF’s ‘Five a Day’ model to support SEND pupils has been used and staff have engaged well with this approach to ensure all their SEND pupils have the right supports matched to their specific needs.

Writing is displayed around the school including all PP children to celebrate their achievements. All pupils who have been surveyed enjoyed the W4P lessons and were keen to write in their personal notebooks at home to continue the process.

Next Steps will be to continue with W4P training through residency days and W4P leaders planning and delivering model lessons for all year groups.

Our whole school attendance is always above national at 96%. We have signposted to our families, particularly our vulnerable families, just how important attendance in real terms including how many days missed and lessons for the percentage of absence so it is transparent. Through family liaison and conversations regarding attendance we have signposted our parents to the support they need including the school taxi service, school nurses or the local GP. This has included paying for an external translator to engage with our parents at attendance meetings for our EAL/PP families. We continue to promote good attendance through our online posts via Class Dojo about weekly class attendance figures and parent meetings are held with families if further support is needed. Attendance Improvement plans are in place for those children with PA.

By the end of 2022-2023 our school attendance is 95.6% and above national figures. Attendance improvement plans continue to be used to support our families and regular discussions are held with parents. Sherrier will be a part of an aspirations inquiry research project in 2023-2024 in collaboration with our MAT schools to promote careers and having aspiration to succeed in the future with our PP children.

Next Steps; To work with EMAT Attendance Leads to develop a MAT wide attendance policy and through using the Five Foundations to Attendance.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| RWI Phonics | Read Write Inc Phonics |
| Power Maths | Active Learn |
| Jigsaw PSHE Scheme | Jigsaw |
| Jasmine PE scheme | Real PE Create Development |
| Leicestershire RE Syllabus |  |
| Headstart Catch Up Booklets | Headstart |
| Rapid Phonics and Rapid Writers | Pearson |
| English Grammar, Spelling, Reading Comprehension and Maths booklets for Catch Up and School Led Tuition | CPG |
| On Track English | Rising Stars |
| Talk Boost | Pearsons Big Cats |
| NELI program |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | £960 for two service pupil premium children was spent towards our pastoral team (inc. Pastoral Manager and ELSA). |
| What was the impact of that spending on service pupil premium eligible pupils? | Prioritised for support from the pastoral team if required. The pupils were prioritised for afterschool clubs if applicable. |