



SHERRIER CE PRIMARY PUPIL PREMIUM STRATEGY

School Overview

Metric	Data
School name	SHERRIER CE PRIMARY SCHOOL
Pupils in school	406 children (48 PP pupils)
Proportion of disadvantaged pupils	11.8% (10/48 are SEND – 21%) (26/48 with Child Care Services- 54%)
Pupil premium allocation this academic year	£65, 660
Academic year or years covered by statement	2019-2020
Publish date	October 2019
Review date	September 2020
Statement authorised by	Lyndsey Beckett
Pupil premium lead	Kellie Kirby
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+ 3.41
Writing	+ 3.66
Maths	+ 1.34

Disadvantaged pupil performance overview for the last academic year- KS2

Measure	Meeting the Expected Standard at KS2	Achieving the Higher Standard at KS2
Reading, Writing and Maths (RWM) combined	50% (71% Nat)	0% (13% Nat)
Reading	63% (78% Nat)	25% (31% Nat)
Writing	88% (83% Nat)	0% (24% Nat)
Maths	63% (84% Nat)	0% (32% Nat)
GPS	63% (83% Nat)	13% (41% Nat)

Disadvantaged pupil performance overview for the last academic year- KS1 (3 children)

Measure	Meeting the Expected Standard at KS1	Achieving the Higher Standard at KS1
Reading	33% (78% Nat)	33% (28% Nat)
Writing	33% (73% Nat)	33% (17% Nat)
Maths	33% (79% Nat)	0% (24% Nat)
Science	33% (85% Nat)	

Disadvantaged pupil performance overview for the last academic year- Year 1 Phonics

Measure	Meeting the Expected Standard at KS1
Phonics	100%

Teaching priorities for current academic year 2019-2020

Aim	Target	Target date
Progress in Reading	<p>Reduce the attainment gap between the school's disadvantaged pupils and their non-disadvantaged peers in nationally in KS1 for Expected and Higher Standards.</p> <p>Improve disadvantaged outcomes in Reading at the Expected standard at the end of KS2 and aim for higher proportion of pupils converting from at/above at KS1 to above at the end of KS2.</p>	Sept 2020
Progress in Writing	<p>Reduce the attainment gap between the school's disadvantaged pupils and their non-disadvantaged peers in nationally in KS1 for Expected and Higher Standards.</p> <p>Aim for higher proportion of pupils converting from at/above at KS1 to above at the end of KS2 in Writing.</p>	Sept 2020
Progress in Mathematics	Reduce the attainment gap between the school's disadvantaged pupils and their non-disadvantaged peers in	Sept 2020

	nationally in KS1 for Expected and Higher Standards. Improve disadvantaged outcomes in Maths at the Expected standard at the end of KS2 and aim for higher proportion of pupils converting from at/above at KS1 to above at the end of KS2.	
Phonics	Maintain outcomes for Phonics in Year 1 to be above national standards.	Sept 2020
Other	Improve attendance of disadvantaged pupils to be in line with school's target of 96%.	Sept 2020

Strategies aims for disadvantaged pupils for current academic year 2019-2020

Measure	Activity
Priority 1- Attainment/Progress	Reduce attainment gap between PP and non-PP in pupils in Reading, GPS and Maths through-out a school year/by the end of key stage phases through teacher led interventions, pre-teaching and verbal feedback to ensure accelerated progress and increased attainment. Ensure a readiness for classroom learning through promoting good learning characteristics -Routes 2 Resilience program/ Keys to Success scheme of work.
Priority 2- Alternative Provision	Increase Nurture Groups (ELSA/JASS) and parent support to address needs of identified children and needs of the wider family. Create a base where a small group of pupils are supported through planned activities which teach strategies that develop children's self and social awareness, Relationship and problem-solving skills are practised, together with self-regulation- JASS group. Promote Fun and Families sessions and Solihul Parenting Sessions to those families in need of support at home. Forest Schools: Small groups of children from KS1 and KS2 (including PP children) are provided with outdoor learning opportunities which develop confidence, empathy and improve mental health as well as general fitness.
Priority 3- Attendance	Develop systems in order to engage, support and challenge parents to improve the overall attendance of PP children and reduce the percentage with

	<p>persistent absence: - Weekly tracking and contact with parents of PP children with persistent absence - Introduction of attendance targets for individual children eligible for PP funding with persistent absence; rewarding success and challenging parents.</p> <p>Celebration assemblies have been amended to focus on R2R characteristics and these are embedded across lessons.</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. EEF research shows that there is a clear link between poor attendance and lower academic achievement, whilst those with persistent absence are less likely to stay in education. 2. Concerns about the attendance of PP children have been identified with 34% of pupils (15 Ever 6 FSM children) having persistent absence during the 2018-2019. 3. Social emotional learning is embedded in the school's ethos and skills are integrated through every day teaching and the wider curriculum. However, there are pupils eligible for PP funding in need of additional support and who benefit from the explicit teaching of social, emotional learning in a nurturing environment. 4. To ensure that PP children have access to the same opportunities as their peers and that harder to reach parents are encouraged to engage in their children's learning.
Projected spending	£

Targeted academic support for current academic year 2019-2020

Measure	Activity
Priority 1	Interventions, pre-teaching and verbal feedback strategies to ensure accelerated progress and increased attainment. Provide targeted teacher led interventions for phonics, reading, writing and maths responsive to need.
Priority 2	Increasing ELSA time to allow for a weekly session in which to meet with parents and pick up any additional concerns that arise during the week. Support for families that are facing social and economic challenges by counselling and behaviour therapy sessions offer weekly support to pupils and families, as well as SENCO support where needed.

	Half termly parent workshops and coffee mornings across the school for PP SEND children's families.
Priority 3	The needs of PP with SEND pupils are met within the classroom and these pupils make good progress with a particular focus on Year 4 (5 chn), Year 5 (2 chn). (where there are at least 25% SEN in these year groups).
Barriers to learning these priorities address	Engagement of parents and carers in their child's progress. A lack of confidence by parents to support learning. Ensuring high expectations for all pupils.
Projected spending	£

Wider Opportunities/Strategies for the current academic year:

Measure	Activity
Priority 1: Engaging with parents and supporting families	Further develop relationships with harder to reach parents and support families in order to engage them in children's learning, ensuring that children eligible for PP funding are provided with the same opportunities as their peers: - <ul style="list-style-type: none"> • Funding for after school clubs • Subsidise residential visits • Provide milk for all children on PP record • Provide funding for uniform/PE kit as appropriate • Provide Home Learning Packs/Toolkits • Invite families eligible for PP funding to attend Route to Resilience/Fun and Family events • Music Lessons if needed
Barriers to learning- priorities to address	To ensure we offer a personalised approach to support disadvantaged pupils and their families ensuring they have the same opportunities as their peers, providing them with a range of engaging enrichment activities for disadvantaged pupils to further widen learning and extra-curricular opportunities.
Projected spending	£

Monitoring and Implementation:

Measure	Activity	Impact
Teaching	<p>To embed new training on vocabulary and language to ensure a consistent, high impact whole school approach.</p> <p>To encourage and engage children in 'reading for pleasure' through introduction of a high quality reading spine in each year group.</p> <p>To embed consistency and quality of Maths.</p>	<p>To monitor the impact on PP children's attainment and progress in writing, particularly focusing on the use of language.</p> <p>To monitor and compare PP children's contribution to the whole school reading challenge and through Headstart Reading Comprehension termly tests.</p> <p>To monitor the impact on PP children's attainment and progress in Maths.</p>
Targeted Support	<p>All PP students receive additional weekly targeted support in either reading, writing, maths or social/emotional learning. Half-review of impact through pupil progress meetings.</p> <p>Parents to receive support for strategies to use at home on behaviour management, anger management and generic home routines.</p>	<p>Intervention Lead, SENCo and class teachers to review targeted 'in class' and 'catch up' support, at least termly, through identifying SLURP targets, to ensure rapid progress is being made. Targets to be made clear reviewed half termly by PP Lead.</p> <p>Impact will be measured through Parental surveys, active positive engagement in sessions and impact measured on school's behaviour system to show improvement in PP children's behaviour and attitudes.</p>
Wider Strategies	<p>Building on relationships with families to support and engage them in children's learning and personalised enrichment activities for PP children.</p>	<p>Pupil Premium Lead to engage with parents of PP children with pastoral needs.</p> <p>Class teachers to engage with parents to outline opportunities, review and share progress.</p> <p>Class teachers to make personal contact with parents to share successes Phase</p>

		Leader (KS2) introduced enrichment activities through 'Pupil Passports' in order to engage parents in children's learning and development of key skills.
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Review Last Year's Outcomes and Aims 2018-2019

Aim	Impact
All children eligible for pupil premium with SEND will make expected progress in reading, writing and mathematics.	<p>10 SEND PP children 2018-2019:</p> <ul style="list-style-type: none"> • Reading: 7/10 SEND PP achieved ARE (70%) 9/10 achieved expected progress or better (90%) • Writing: 2/10 SEND PP achieved ARE (20%) 10/10 achieved expected progress or better (100%) • Maths: 6/10 SEND PP achieved ARE (60%) 7/10 achieved expected progress or better (70%) <p>SEND PP children who did not achieve expected progress (3 children- 2x CIN plan, 1x EHCP)</p>
Ensure Pupil Premium pupils achieve age expectation in reading, writing and mathematics.	As above