

Sherrier CE Primary Pupil premium strategy statement

School overview

| Detail | Data |
|---|---------------------|
| School name | Sherrier CE Primary |
| Number of pupils in school | 402 |
| Proportion (%) of pupil premium eligible pupils | 11.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Lyndsey Beckett |
| Pupil premium lead | Kellie Kirby |
| Governor / Trustee lead | |

Funding overview

| 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

The aim at Sherrier is to provide opportunities for children to develop as creative, compassionate and confident learners who are inspired and inspire others to fulfil their potential, as well as providing a positive contribution to their community and the wider society.

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.

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 Head teacher) who undertakes regular research on effective strategies, analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.
- 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | PPG children do not always write with fluency and confidence. PP children have a limited understanding of Spelling, Punctuation and Grammar. |
| 2 | Children who are eligible for PPG have lower levels of attendance – Current year 90.6% PPG average attendance compared to 96% for overall school attendance |
| 3 | Confidence to be successful learners in the classroom. |
| 4 | A number of children eligible for pupil premium have SEND needs. This could include Speech and Language needs, ADD, ADHD, Social & Emotional Needs or Communication difficulties. |

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 |
|--|--|
| 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. | Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children. Teachers, parents and children themselves, report that they are happy and prepared to learn. Children are well-equipped for school. Attendance monitored regularly and formal review meeting held with parents where attendance falls below the non-PP children for persistent absence. |
| Our PP children become more confident learners. | Our PP children feel confident in the classroom and are successful learners. They are taught skills which means that attempt learning without fear of failure. Measured by confidence chart improving on SLURPS, pupil interviews and teacher feedback. |
| All children to make expected progress in reading, writing and mathematics and where possible, accelerated progress to meet expected standard of phonics, reading, writing, and maths. | Children eligible for the pupil premium grant are successful in passing the year 1 phonics test. At the end of KS1, children who achieved GLD in EYFS are reaching the expected standard for |

| | |
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| | <p>reading, writing and maths. Those who did not reach GLD receive targeted support to accelerate their progress where appropriate. At the end of KS2, children who achieved ARE or greater depth at KS1 will continue to achieve at this standard. Those who were not, will receive targeted support to accelerate their progress where appropriate. 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. Attendance rates and incidents of lateness for ch</p> |
| <p>Children eligible for the Pupil Premium grant will have equal access to wider opportunities in school to promote well-being and life-experience.</p> | <p>Children eligible for the Pupil Premium grant will receive subsidised trips throughout their time at Sherrier, including the Year 6 residential. Payment for after-school clubs and enrichment activities are also heavily subsidised as well as swimming lessons children in the Summer term for extra lessons for non-swimmers.</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: £ 53, 514.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>High quality-first teaching</p> <ul style="list-style-type: none"> - 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 | <p>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.</p> <p>Education Endowment Foundation, Support for Schools, School Improvement Planning, ‘1. High Quality Teaching’</p> <p>Rosenshine Principles</p> | 2,3 |
| <p>Intervention programmes of support in FS to Y6 (including the use of the Catch Up Funding) running through the school year led by trained staff to deliver high quality flexible support to those in receipt of PPG. Staffing costs to subsidise intervention support.</p> <ul style="list-style-type: none"> -NELi -Talk Boost -Number Stats -RWI phonics for KS2 | <p>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.</p> <p>EEF Pupil Premium Evidence Brief Document</p> <p>EEF Guidance Document states: Recommendation 7: ‘Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.’</p> | 1, 2 and 3 |

| | | |
|--|--|---|
| -Wellcomm -Big Moves | | |
| 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. EEF guidance report on Improving Social and Emotional Learning in Primary Schools | 4 |

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

Budgeted cost: £ 5265.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Subsidised costs for School Tutoring led by sherrier's own trained teaching assistants after school. Teaching Assistants trained by the NTP and resources purchased to support learning including Number Stats, Talk Boost and Headstart Year group catch up booklets for Y1-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. Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. EEF Pupil Premium Evidence Brief Document | 1, 2 and 3 |

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

Budgeted cost: £ 7781.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Deputy Head teacher and Admin Team to monitor the attendance of PPG children. Regular parental meetings to review child's attendance.</p> | <p>Children need to be in school in order to gain the best access to their education.</p> <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>EEF guidance report on 'Working with Parents to Support Children's</p> | <p>2</p> |
| <p>Personal funding allocated for Residential Trips, Swimming and private after school enrichment lessons.</p> <p>School Milk scheme for PPG children in FS, KS1 and KS2.</p> | <p>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.</p> <p>EEF PP Toolkit</p> | <p>2, 3 and 4</p> |

Total budgeted cost: £ 66, 560.00

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 2020 to 2021 academic year.

No national data due to Covid 19.

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

| Programme | Provider |
|-----------------------------|----------------------------|
| RWI Phonics | RWInc |
| Power Maths | Active Learn |
| Jigsaw PSHE Scheme | Jigsaw |
| Jasmine PE scheme | Real PE Create Development |
| Leicestershire RE Syllabus | |
| Headstart Catch Up Booklets | Headstart |

Service pupil premium funding (optional)

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

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.