

Sherrier Primary Pupil Premium Strategy Statement



School overview 2020-2021

Metric	Data
School name	Sherrier Ce Primary School
Pupils in school	397
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£65 215
Academic year or years covered by statement	2020-21
Publish date	02 November 2020
Review date	01 November 2021
Statement authorised by	Lyndsey Beckett
Pupil premium lead	Kellie Kirby
Governor lead	

Due to school closure no formal assessments undertake in summer 2020.

Using 2019 data to inform priorities Data from our baseline 2020/2021 and pupil progress meetings in Autumn 2 2020 will inform any changes needed to this document these will be highlighted and amended in February 2021.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A COVID
Writing	N/A COVID
Maths	N/A COVID

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A COVID
Achieving high standard at KS2	N/A COVID

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Quality First Teaching for All impacts on increasing attainment and achievement of each pupil and engagement in lessons/ learning opportunities.	Implementation of a curriculum that is ambitious and all learners gain appropriate knowledge and skills by the end of each Key Stage. High levels of engagement are evident in observed lessons and learning walks. Pupil voice indicates positive attitudes to learning. Book scrutiny evidence shows work is at least at the same level as for other pupils. Introduce ways of working that are research based and allow children to know more and remember more in the long term. Continue to develop Mantle of the Expert approach so that learners are engaged and invested in their learning as it is purposeful and credible. Introduce Rosenshine's Principles into lessons and centre coaching evaluations around this model.
Priority 2 Improved attainment in reading, writing and maths. Robust support and targeted intervention programmes and resources improve the life chances of disadvantaged pupils.	Increased interventions by Deputy Head and Intervention TA's. Assess, Plan and undertake interventions for any children needing to accelerate progress in key year groups. Clear data analysis shared with all staff to inform gaps and barriers -Maths and English leads to monitor the challenge that is being set and taught. Tailored reading, writing and maths work/homework that matches the cohort needs and gaps. CPD for teachers in giving challenge. Revision guides provided for all year groups. Pupil progress meetings inform SLT of identified groups and the progress they are making
Priority 3 Effective well-being and holistic support for disadvantaged and vulnerable pupils and their families improves the life chances, emotional and social resilience and being able to access all opportunities presented to them.	Support in place for pupil/parent/staff Wellbeing and Mental Health. Work is planned to ensure mental health and well-being are considered. Pastoral Manager to spend time with PP children and other children who may be struggling to access learning due to outside influences. SENCo to provide refresher for all staff on attachment strategies. National Online Safety-prevention strategies and work delivered in school to support those more at risk whilst working from home.
Priority 4 Additional resources supports and facilities pupils learning at home and in the wider community.	Identified pupils / families have accessed funding for appropriate activities / resources.
Projected spending	£65 215

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve in line with national average progress scores in KS2 Reading	July 21
Progress in Writing	Achieve in line with national average progress scores in KS2 Writing	July 21
Progress in Mathematics	Achieve in line with national average KS2 Mathematics progress score	July 21
Improve combined KS2 score for PP children	Improve combined score of disadvantaged pupils	July 21
Other	Improve attendance of disadvantaged pupils in line with LA average (95.8%)	July 21

Targeted academic support for current academic year

Measure	Activity
To improve quality teaching for all.	<p>Funding to support Quality First Teaching and the development of metacognition and self-regulation (character development). This impacts on improving the life chances of all pupils who are vulnerable / from disadvantaged backgrounds (E.g. PP, SEN, EAL, wellbeing concerns, lack of linguistic or cultural opportunities).</p> <p>Quality First Teaching creates opportunities for pupils to deepen their learning and exceed age related expectations and develop life-long learning characteristics. This is supported by:</p> <ul style="list-style-type: none"> • appropriate and relevant CPD • a cohesive, structured and sequenced curriculum to ensure progression • high quality recruitment and retention

<p>Social and Emotional Needs are being supported fully in order for children to engage fully in learning.</p>	<p>Talk Boost to be introduced in EYFS and KS1 for PP/SEND children led by a TA in small interventions groups. Specific interventions to be used to meet individual needs of children. The DHT and SENCo will deliver various training sessions to support staff on:</p> <ul style="list-style-type: none"> • Behaviour management • SEND needs and intervention strategies • Maths intervention groups • Writing interventions groups • RWI Phonics <p>Extra catch up, targeted sessions for small groups which are teacher/ TA led Continue promote and use home learning software such as Times Table Rockstars to improve learning and raise standards. To provide a range of online learning including Class Dojo and Zoom calls to aid children to access school learning at home. Identified children to be supplied with a laptop/tablet in order for them to access additional learning at home as well as being utilised for blended learning. Refresher training for all staff on attachment strategies.</p>
<p>A greater percentage of children are achieving ARE in maths, reading and writing.</p>	<p>Interventions conducted by the Deputy Head and the intervention TA for key year groups and PP children.</p>
<p>Barriers to learning these priorities address</p>	<p>Attachment needs, readiness to learn, identifying those at risk of not making accelerated progress, other additional needs taken into consideration along with PP.</p>
<p>Projected spending</p>	<p>£40 000</p>

Wider strategies for current academic year

Measure	Activity
<p>Increase attendance for pupils eligible for PP</p>	<p>Pastoral Manager to work closely with families and attendance officer to offer pastoral support and information to improve low attending children. PP Pupils to have above 97% attendance. Effectively using attendance officer to monitor absentees.</p>
<p>Enrichment and Personal Development</p>	<p>Ensuring extra-curricular activities are provided both in school and after school – using our own school provisions other outside agencies when restrictions allow. Offer enrichment trips/visits for children to have a positive impact and take part in new and challenging activities aimed to broaden horizons when possible if restrictions are lifted.</p>

Attachment Strategies (ready to learn)	All staff to complete attachment training and use this when working with PP/LAC children in school. Art therapy / LEGO therapy for those children who are identified as those who would benefit the most-if restrictions are lifted.
Barriers to learning these priorities address	Attachment aware school Attendance high means that they access all the curriculum. Self -isolation/home learning is effective due to appropriate technology in the home. Engage in team sports and other clubs to gain social skills, develop physical sense of self and wellbeing, children are able to engage further with their peers in structured, purposeful play in school.
Projected spending	£22 500

Monitoring and Implementation

The main challenge this academic year will be linked to the current pandemic situation and how things evolve as the year goes on. Being in 'bubbles' does not allow us to mix easily as a staff and for groups of children to function as we would like. It also does not allow for visits and after school clubs. After school provision will also be affected. CPD for teachers will be carried out through TEAMS or ZOOM for the majority of the time until restrictions are relaxed.

Area	Challenge	Mitigating action
Teaching	Ensuring all children receive quality first teaching and continuous challenge is provided by the teacher and also the teacher being reflective on the challenge given to the children in all areas of the curriculum.	Comprehensive CPD for all teachers focussed on the Characteristics of Effective Learning and QFT strategies.
Targeted support	Ensuring PP children are monitored and specific focus on those who are most in need to reach the standards. Some sessions may not be able to happen due to COVID restrictions.	Effective use of school data to track children and time for conversations between TA, T, DHT and SENDCo to coordinate effectively. Full Risk Assessment in place for sessions.
Wider strategies	Engaging the families facing most challenges.	Working closely with families with PP children to improve their attendance, enjoyment of learning offering a range of enrichment opportunities. Providing support to parents through online software (Class Dojo) and sharing of teacher emails for direct questioning.

		<p>Researching and purchasing laptops to help with parental communication and children working from home where needed.</p> <p>Internal rigorous checks are made by DSL's for those children not in attendance at school.</p> <p>Engagement of children with their home learning is tracked by class teacher's, Pastoral Manager and SLT.</p>
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