

**Sherburn CE School**  
**PUPIL PREMIUM STRATEGY 2019-20**

1. Summary information					
<b>School</b>	Sherburn CE Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget (3 terms*)</b>	£36960	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils (incl UFS)</b>	60 15 Pre-school	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	Jan 2020

\* - this assumes that funding will continue after April 2018

2. Current academic outcomes						
	School 2018-19			National 2017		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP - Nat NPP
<b>EYFS - % Reaching Good Level of Development 2018-19</b>	0%	25%	-25%	54%	72%	-32%
<b>% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)</b>	0%	75%	-75%	70%	83%	-33%
<b>KS1 - % Reaching Expected Standard 2018-19</b>						
Reading	67%	67%	0%	62%	78%	-13%
Writing	33%	67%	-33%	53%	70%	-15%
Mathematics	67%	33%	+33%	60%	77%	-6%
R, W & M	33%	33%	0%	NA	NA	NA
<b>KS2 - % Reaching Expected Standard 2018-19</b>						
Reading	50%	33%	17%	53%	72%	-25% 14%

Writing	50%	67%	-17%	64%	79%	-18%
Mathematics	50%	67%	-17%	58%	76%	-18%
GPS	50%	67%	-17%	61%	78%	-21%
R, W & M	50%	33%	17%	39%	60%	
<b>KS2 - Average Scaled Score 2018-19</b>						
Reading	105	101	+4.0	100	104	-5.6
Grammar, Punctuation and Spelling	101	105	-4.0	102	105	-5.9
Mathematics	100	103	-3.0	101	104	-5.5
<b>KS2 – Average Progress Score 2017-18</b>						
Reading				-0.7	0.3	-5.3
Writing				-0.3	0.1	-0.6
Mathematics				-0.5	0.2	-4.7
<b>3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)</b>						
<b>A</b>	Speech and Language development – within the Scarborough Opportunities Fund as well as PP (I)					
<b>B</b>	Global delay – low aspiration (I)					
<b>C</b>	Baseline indicates additional learning needs. (I)					
<b>D</b>	Attendance for pupils eligible for PP Low aspiration in some homes – lack of support for regular attendance €					
<b>3. Desired outcomes (Desired outcomes and how they will be measured)</b>				<b>Success criteria (and how measured)</b>		

<b>A.</b>	Language Links Training delivered and implemented across EY / KS1 and KS2	Improved outcomes in CLLD and phonics assessment and end of KS2 SATs
<b>B.</b>	Interventions delivered as identified by the pupil progress meetings.	Gaps targeted for closing
<b>C.</b>	Staffing structure, environment in EY and parent engagement across school.	Target teaching – gaps closed through Early Intervention and Parent classes.
<b>D.</b>	Working with Early Help services to address families who do not attend as required legally.	Attendance for PP chn will increase in line with national.

#### 4. Planned expenditure (all figures are estimates)

**Academic year**

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
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B Teaching Assistant support to deliver high quality intervention programmes throughout morning sessions.	Targeted teaching for small groups. Individualised provision Teaching teams for Phonics and reading happen weekly	Calm and purposeful learning environments, as emotional / learning support is always available. Small group target teaching led by Phonics lead.	Observations of lessons and learning walks. Discussions in PPM's Senco learning walks	SST IT KC	Jan 2020
B Language Interventions enable children to accelerate their learning	Targeted teaching for small groups as identified by screening outcomes in Speech Link	Accelerated progress shown in pupil progress meeting. Therapy plans delivered 1:1 – SALT on site	Monitoring by HT and SENCO	SST SALT	Jan 2020
B Teaching Assistant to work with target PP KS2 children with barriers to learning	Learning support sessions parent and child sessions 1:1	Targeted specialist teaching support for vulnerable children and home to school link.	HT meetings with Senco – PPM feedback from class teachers.	SST	Jan 2020
<b>Total budgeted cost</b>					<b>£17000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>

A An increased % of children enter KS1 achieving GLD.	Target teaching for Language Links intervention and Therapy plans.	Proven success for developing Language skills. Speech and Language services onsite giving instant access as children and families need it.	Priority given on the School development plan- monitored by the Scarborough Opportunities Initiative.	KC	Sep 2019 Half Termly - PPMs
B All pre-school/Reception children access personalised provision	Targeted teaching for small groups. Cross phase phonics	Increased maturity for Reception children due to focused inputs for the pre-school children. Parental engagement reports.	Lead teacher SLT	KC/LD	Half termly
The gap between All children and PP children's attendance will increase.	Team working with Early Help consultants half termly to identify at risk families	Identified need – request for support accepted by PREVENT and allocated to school. Improvement plan in place.	Review meetings half termly. PP tracking reported through governor working parties.	IT	Half termly analysis
<b>Total budgeted cost</b>					<b>£6000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
B Confidence and mental well-being improve for all PP children	All PP children to attend extra curricular clubs focussing on SMSC activities	Identified need – low attendance of clubs and behaviour for learning with in the classroom.	Regular half termly reviews	SST/KW	Half termly
<b>Total budgeted cost</b>					<b>£14000</b>

5. Review of expenditure		
Previous Academic Year	2018-19	
i. Quality of teaching for all		
Desired outcome	Actions and Impact	Cost
Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.	<p>The use of onsite speech and language provision has shown a reduction in language needs for children across the whole school.</p> <p>Communication and language still remains low for children entering the school as identified by GLD results in 2019 Reception cohort.</p> <p>Phonics provision is now to be re-assessed to ensure gaps in early reading are identified.</p>	<p>TA</p> <p>Training</p>
Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Before school club provision has provided children and families with support to ensure that attendance does not become an issue. Key workers are assigned to children with lower attendance and SEMH support at the beginning of the school day has shown an overall improvement in attendance figures	None
All pupils take part in curriculum enrichment activities before and after school and residential visits irrespective of income, and receive additional opportunities to access curricular and other experiences.	The vast majority of children attend an after school club on a variety of extra-curricular activities – additional funding offered for before and after school clubs. Poor take up of places for paid after school club for this academic year.	TA

All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	100% attendance of all families at parents evening. Parent and children activity classes was well attending running throughout the Autumn term. Phonics and Maths workshops were also well attended.	None
All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that consequences for such pupils are rapidly reduced and maintained at low levels.	The use of TA support to provide nurture groups had a reduction in children's behaviour. Children were targeted to provide reading support to allow access to other areas of the curriculum.	TA
Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Introduction of PSHE resource has allowed children to recognise and use behaviour for learning skills. Behaviour disruption has reduced and lesson observations show an increase in pupil participation.	Resource
All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	Early intervention and quality first teaching has identified SEND needs and assessments show an increase in progress particularly in reading skills in KS2.  Phonics early intervention is planned for 2019-20	TA  Total Cost  £26000

### Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.