

Sherborne C of E Primary School – Pupil Premium Report 2020-2022

Created by: John Moore
September 3, 2020

Date of next review:
September 2022

Version	Date	Page	Description of Change	Origin of Change
1	18/09/2017	All	Created new Pupil Premium Report	John Moore
2	01/09/2018	All	Updated annual figures and impact	John Moore
3	02/09/2019	All	Updated annual figures and impact	John Moore
4	03/09/2020	All	Updated annual figures and impact	John Moore
5	30/11/2021	All	Created new Pupil Premium Report based on DfE template	John Moore

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body.

Sherborne - For LIFE!

At Sherborne CofE Primary School, all stakeholders are expected to know and promote the school's aims and ethos. Our motto, Sherborne – For LIFE!, represents these aims and provides a reminder of our core purpose:

- Our school nurtures a [Love of Learning](#)
- Our school promotes [Independence and Individuality](#)
- Our school is [Fun and children leave with a sense of Fulfilment](#)
- Our school expects [Excellence from pupils and staff, and Enjoyment fills every classroom](#)

The school's motto is taken from John 10:10, where Jesus said, "I have come that they may have life, and have it to the full." We believe that having life to the full means that children receive an excellent, broad and balanced learning journey which recognises the importance of good mental and physical health. The school is clear that all children are unique, with different talents and learning needs. Each child is valued equally as a part of the school community.

All pupils, both current and past, will always be welcome at the school. Once a Sherborne pupil, children are Sherborne – For LIFE!

Pupil premium strategy statement

School overview

Metric	Data
School name	Sherborne CofE Primary School
Pupils in school	50
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£7,086
Academic year or years covered by statement	2020-2022
Publish date	November 2021
Review date	October 2022
Statement authorised by	John Moore
Pupil premium lead	John Moore
Governor lead	Lou Chandler-Mullins

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NO DATA
Writing	NO DATA
Maths	NO DATA

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	NO DATA
Achieving high standard at KS2	NO DATA

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve at least national average progress scores in KS2 Writing (0)	July 2022
Phonics	Achieve at least national average expected standard	June 2022

	in Phonics Screening Test	
Other	Ensure all disadvantaged children have access to additional pastoral care	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Embed new phonics approach
Priority 2	Upskill staff in teaching Mathematics
Barriers to learning these priorities address	Poor phonetic knowledge at the end of KS1 impacts heavily on reading in KS2 and beyond Weak subject knowledge in Mathematics prevents staff from broadening and deepening children's learning
Projected spending	£1,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduce intervention groups for supporting children's language development and Mathematics
Barriers to learning these priorities address	Poor early language and communication skills impacts upon children forming friendship groups, their self-esteem, position within the class and writing.
Projected spending	£4,250

Wider strategies for current academic year

Measure	Activity
Priority 1	Employ a part-time Pupil Support Advisor with partner schools to support children and their families
Barriers to learning these priorities address	Poor self-esteem, anxiety, depression and other emotional and mental health needs can cause children to feel unhappy and isolated, leading to lack of engagement in learning.
Projected spending	£1,836

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by PPA teacher

Targeted support	Ensuring enough time for teachers and teaching assistants to support small groups	Termly timetables drawn up for teaching assistants. Teachers to be given time to attend Maths Hub sessions
Wider strategies	Supporting children's emotional and mental health	Provide ring-fenced room and time slot each week to allow for confidential meetings and work to take place

Review: last year's aims and outcomes

Aim	Outcome
To promote the rapid recall of multiplication and division facts	Using Times Table Rock Stars had varied success in raising standards of accuracy and speed when children recalled times table and division facts. Only one out of ten children in Year 2 could successfully recall the 2x, 10 x and 5x tables in less than five seconds, and similar outcomes were seen from children in Years 4 and 5 (where the expectation is for children to know all the times table and division facts). Children in Year 3 (small cohort) made greater progress, as did those in Year 6.
To provide 1:1 and small group intervention in Phonics and Mathematics	All teaching staff completed a programme of online training provided by Mangotsfield English Hub. All seven children in Year 1 are on track to meet the threshold pass mark of the Phonics Screening Test to be taken in Year 2 of the Autumn Term.
To better support the emotional health and mental wellbeing of children and their families	As a result of the second Covid-19 school lockdown, several children have displayed behaviours linked with heightened anxieties and emotions. These children have been supported by a pupil support advisor who, where necessary or invited, has contacted the child's parents in order to support their wellbeing at home as well as in school. As a consequence of this, almost all children showing heightened levels of anxiety have needed to speak with the PSA less and less over the term. Additionally, through promoting the PSA's role through newsletters and other forms of communication, the school has been able to support a greater number of children through parents contacting the school requesting additional support for their child.