

Pupil Premium Report

2024-2026

Created by: John Moore
September 3, 2020

Date of next review:
October 2025

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
6	05/10/2022	All	Updated annual data Reviewed previous year's actions Set new priorities	John Moore
7	25/10/2023	All	Updated annual data Reviewed previous year's actions Set new priorities	John Moore
8	21/10/24	All	Updated annual data Reviewed previous year's actions Set new priorities	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	55
Proportion of disadvantaged pupils	5% (three children)
Pupil premium allocation this academic year	£5,404
Academic year or years covered by statement	2024-2026
Publish date	October 2024
Review date	October 2025
Statement authorised by	John Moore
Pupil premium lead	John Moore
Governor lead	Not assigned

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Data withheld due to small pupil numbers meaning children's individual data would be identifiable
Writing	Data withheld due to small pupil numbers meaning children's individual data would be identifiable
Maths	Data withheld due to small pupil numbers meaning children's individual data would be identifiable

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Data withheld due to small pupil numbers meaning children's individual data would be identifiable
Achieving high standard at KS2	Data withheld due to small pupil numbers meaning children's individual data would be identifiable

Strategy aims for disadvantaged pupils

Aim	Target	Target date
To support children's wellbeing and mental health	Ensure all disadvantaged children have access to additional pastoral care through providing access to a Play Therapist	July 2025 and July 2026
To support children's learning	Ensure all disadvantaged children receive timely catch-up and intervention sessions	July 2025 and July 2026

Teaching priorities for current academic year

Measure	Activity
Priority 1	Employ qualified therapist to provide weekly sessions
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. The impact of the Covid-19 pandemic has been that more children than ever before – and their families – are in need of support for anxiety and mental health
Projected spending	£1,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduce intervention groups and 1:1 tuition for supporting children's Reading (including phonics), Writing and Maths
Barriers to learning these priorities address	Poor early reading, writing and maths skills impacts upon children's self-esteem, position within the class and ability to succeed throughout their school lives and future careers
Projected spending	£4,404

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching – mental health	Space and time for provision	Provide ring-fenced room and time slot each week to allow for confidential meetings and work to take place. Ensure all timetable variations are communicated as early as possible to allow for sessions to be re-scheduled where possible
Targeted support	Time for teachers and teaching assistants to support small groups	Termly timetables drawn up for catch-up and interventions in each class, ensuring there is flexibility to respond to need

Review: last year's aims and outcomes

Aim	Outcome
Achieve at least national average progress scores in KS2 Reading	Data withheld due to small pupil numbers meaning children's individual data would be identifiable. However, at the end of the academic year, five out of the six children eligible for Pupil Premium funding or Service Premium funding were assessed as working at least in-line with age-related expectations, with three working at Greater Depth. Progress of this group in Reading was in-line with their peers.
Achieve at least national average progress scores in KS2 Writing	Data withheld due to small pupil numbers meaning children's individual data would be identifiable. However, at the end of the academic year, all six children eligible for Pupil Premium funding or Service Premium funding were assessed as working at least in-line with age-related expectations, with three working at Greater Depth. Progress of this group in Writing was in-line their peers.
Achieve at least national average progress scores in KS2 Maths	Data withheld due to small pupil numbers meaning children's individual data would be identifiable. However, at the end of the academic year, all six children eligible for Pupil Premium funding or Service Premium funding were assessed as working at least in-line with age-related expectations, with three working at Greater Depth. Progress of this group in Maths was in-line with their peers.
Achieve at least national average expected standard in Phonics Screening Test	Data withheld due to small pupil numbers meaning children's individual data would be identifiable. However, five out the six children eligible for Pupil Premium funding or Service Premium funding achieved the national standard in phonics at the end of Year 1 (or the beginning of Year 2 allowing for change in test dates owing to the pandemic)
Ensure all disadvantaged children have access to additional pastoral care	All children eligible for Pupil Premium funding or Service Premium funding had priority when receiving support from the PSA. Some children met weekly with the PSA, others did not need to meet with her at all.