



Pupil premium strategy statement

School overview 2019-20

Metric	Data
School name	Sherborne Primary School
Pupils in school	320 Pupils
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£104,750.97
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	November 2020
Statement authorised by	Ian Bartle (Headteacher)
Pupil premium lead	Philip Sales (Deputy Head)
Governor lead	Natalie Gray (SEN Governor)

Disadvantaged pupil progress scores for last academic year

Measure- End of KS2	% at Expected Standard +	% Higher Standard	Progress Score
Reading	63%	13%	0
Writing	50%	25%	-0.4
Maths	63%	13%	-0.3
Reading, Writing and Maths Combined	50%	13%	-0.3

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve early reading and phonics for all disadvantaged pupils through high quality CPD and resources.
Priority 2	To improve the Maths achievement of all pupils including those with SEN through high-quality focused teaching in smaller groups
Barriers to learning these priorities address	Early reading skills, phonics and sound knowledge, basic maths skills and emotional and SEN support.
Projected spending	£71,418.97

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To continue to achieve inline or above national averages at both KS1 and KS2	Sept 2020
Progress in Writing	To continue to achieve inline or above national averages at both KS1 and KS2	Sept 2020

Progress in Mathematics	To continue to achieve inline or above national averages at both KS1 and KS2	Sept 2020
Phonics	To raise attainment for Y1 pupils in phonics this year to be inline with national averages (2019 63% / re-test 77%)	Sept 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	To continue to have an extra class in reception to support children's start to school. Children taught in smaller groups for phonics and other subjects
Priority 2	To improve resources for children in phonics and reading, including reading eggs and speech and language support.
Barriers to learning these priorities address	Basic phonic, sound knowledge, early reading skills, transition to school from pre school setting.
Projected spending	£39,476.97

Targeted academic support for current academic year

Measure	Activity
Priority 1	Maths Improvement teacher appointed to support children with high quality teaching in smaller groups. (Y1-Y4, 4 mornings a week)
Priority 2	Small group nurture teacher to teach children needing emotional and academic support in Y5 and 6
Other priorities	ELSA support, 1:1 interventions with class TA, TT rock stars, SEN support
Barriers to learning these priorities address	Basic maths and English knowledge, emotional needs, SEN support.
Projected spending	£31,942

Wider strategies for current academic year

Measure	Activity
Priority 1	Our parent support advisor (PSA) to support all families of children from disadvantaged backgrounds with parenting support and workshops.
Priority 2	Forest school teacher appointed and to work with all PP children over the year to develop practical skills and get these children outdoors, continuing to develop important skills such as resilience which could be transferred to the classroom!
Priority 3	To support PP children that also have SEN needs through behaviour support, SENSS, Ed Psych and Learn to Move

Other priorities for the year	Lunchtime club, uniform grants and support for trips
Barriers to learning these priorities address	Parental needs, SEN needs, emotional support
Projected spending	£33,332

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for quality staff professional development	Time on INSET days and whole staff meetings to be used to support
Targeted support	Ensuring enough time is given for small group interventions	This group to be supported by DHT and AHT
Wider strategies	Engaging families with support at home	Workshops and meetings with parents. E.g. SATS

Review: last year's aims and outcomes

Aim	Outcome
KS2 Achievement in Reading	Steady improvement in disadvantaged pupil progress in reading over the past 3 years and above LA gap.
KS2 Achievement in Writing	Still a gap in this area, although the trend of achievement in writing has significantly improved over the past 3 years.
KS2 Achievement in Maths	Really pleasing narrowing of the gap in this area of the curriculum. Children's attainment and progress in this area is very similar to non- disadvantaged children.
KS1 Phonics Attainment	Overall phonics score in the school was lower than expected although disadvantaged children achieved similar scores.
Other	Overall the average gap for all disadvantaged continues to narrow and is now on average at 1 point behind ARE.