



Sherburn Primary School Pupil Premium Strategy Impact Statement 2018-19

Summary information					
School	Sherburn Primary School				
Academic Year	2018-2019	Total PP budget	£81,840	Date of most recent PP review	July 2018
Total number of pupils	164	Number of pupils eligible for PP	62	Date of next internal PP review	Feb 2019, July 2019

	Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How it will be measured	Impact
A	A higher percentage of children to gain expected standard in Reading, Writing and Maths at the end of KS2.	Additional support for pupils in Y6 Spring term. Weekly small group sessions working to boost reading, writing and maths skills. Teacher and TA led.	Oxford School Improvement 2015 – ‘The Pupil Premium – Making it Work in your School’.	School data shows gaps are narrowing and PP children’s achievements are in line with PP children nationally.	<i>50% of Y6 pupils met ARE in RWM (an increase of 25% from last year) which is in line with NA (51%). Although there continues to be an achievement gap when compared to 'Other' pupils Nationally (71%), the gap is narrowing.</i>



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B	<p>Improved progress for pupils in Reading and Maths across whole school.</p>	<p>Quality First Teaching. Classroom support from high quality TA/HLTAs. Single year group classes. Use of LEXIA and Nessy to support children with reading and spelling difficulties. Delivery of specific English and Maths intervention programmes tailored to pupils' needs.</p>	<p>EEF – 'Teaching and Learning Toolkit' Institute of Education 'Maximising the Impact of Teaching Assistants' –. EEF 'Making the Best Use of Teaching Assistants' to help pupils develop independent learning skills and manage own learning.</p>	<p>Children will make more than average progress in Maths and English.</p>	<p><i>80% of PP pupils (10 chn) passed the Y1 Phonics Test compared to 84% of pupils not eligible for PP nationally. (National PP is 71%).</i></p> <table border="1" data-bbox="1570 392 2033 528"> <thead> <tr> <th>Y2 2019</th> <th>School PP</th> <th>National Non PP</th> <th>Nat PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>78%</td> <td>62%</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>79%</td> <td>63%</td> </tr> </tbody> </table> <p><i>77% of all PP pupils made exp+ progress in Reading. All disadvantaged pupils in Year 3 have made typical progress or more than typical progress in Reading.</i></p> <table border="1" data-bbox="1570 802 2033 938"> <thead> <tr> <th>Y6 2019</th> <th>School PP</th> <th>National Non PP</th> <th>Nat PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>78%</td> <td>62%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>83%</td> <td>68%</td> </tr> </tbody> </table> <p><i>81% of all PP pupils made typical progress or more than typical progress in Reading. A high proportion of PP pupils in Y2 and Y6 made more than typical progress. (See appendix below)</i></p>	Y2 2019	School PP	National Non PP	Nat PP	Reading	56%	78%	62%	Maths	56%	79%	63%	Y6 2019	School PP	National Non PP	Nat PP	Reading	50%	78%	62%	Maths	75%	83%	68%
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C	Improved attendance.	Pupils rewarded for improving their attendance. Regular monitoring. Referrals for further support if required. Absences are acted on according to county guidelines. Identify pupils who are vulnerable to becoming persistent absentees and have individual action plans in place for each pupil.	DfE- Research into Improving Attendance in Schools Serving Deprived Areas recognises that such pupils face multiple disadvantages. Effective support includes: counselling systems, pupil mentoring /buddy system, additional study support, support for reintegration following absence, attendance incentive schemes which recognise and reward good attendance, activities before and after school as an incentive for pupils to come to school (pre-school breakfast club and after-school programmes).	Improved attendance data.	<p><i>Attendance of PP pupils has improved by 1.1%. Attendance of Pupil Premium Pupils' in 2018/19 was 94.9%. Non PP pupils' attendance was 95.2%. In 2017/18 Pupil Premium Pupils' attendance was 93.8%. Non PP pupils' attendance was 95.5%. The gap between PP pupils and non PP pupils attendance has been reduced from 1.7% in 2017/18 to 0.3% in 2018/19.</i></p> <p><i>Although the % attendance of PA PP children is still below 95%, in 2017/18 there were 10 pupils who were persistent absentees, this number has been reduced to 8 pupils in 2018/19.</i></p> <p><i>HT teacher worked successfully with families to increase engagement and attendance. HT put in place effective Parental Agreements.</i></p>								
D	To accelerate progress in writing with more pupils	Children to develop a wider vocabulary through shared and guided reading sessions.		Children will make more than average progress in Writing.	<table border="1"> <thead> <tr> <th>Y2 2019</th> <th>School PP</th> <th>National Non PP</th> <th>Nat PP</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>44%</td> <td>73%</td> <td>55%</td> </tr> </tbody> </table>	Y2 2019	School PP	National Non PP	Nat PP	Writing	44%	73%	55%
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	reaching age related expectations.	Improved spelling using schemes such as Spelling Shed, Nessy and Snip Spelling.			<p><i>There continues to be considerable gaps between school PP and Non PP nationally in Writing in both Y2 and Y6.</i></p> <table border="1"> <thead> <tr> <th>Y6 2019</th> <th>School PP</th> <th>National Non PP</th> <th>Nat PP</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>58%</td> <td>83%</td> <td>68%</td> </tr> </tbody> </table> <p><i>Although, 82% of PP Pupils in Year 3 are making typical or more than typical progress in Writing and 84% in Year 6. (See appendix below).</i></p>	Y6 2019	School PP	National Non PP	Nat PP	Writing	58%	83%	68%
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E	To lessen the impact that social and emotional difficulties have on the progress.	<p>Lego Therapy and Relax Kids sessions.</p> <p>SENCO release time to enhance and support provision for high need PP pupils (liaising with outside agencies and parents, completing paperwork and organising finance).</p> <p>Partnership work with health, educational psychologist and social care for targeted pupils.</p>	<p>Strategies recommended by outside agencies as being beneficial to groups of children with social emotional needs.</p> <p>Monitoring wellbeing after each session.</p> <p>Ensure staff are appropriately trained.</p> <p>Families on support plans are reduced to CIN stage.</p>	<p>Children will be better equipped with strategies to manage their own emotional wellbeing. Pupils are happy and secure and are able to learn and make good progress.</p>	<p><i>A number of pupils have successfully received counselling. Improved attendance amongst PP children.</i></p> <p><i>Less disruptions in class have been reported by teachers.</i></p> <p><i>Children are using strategies to manage their own emotional wellbeing.</i></p>								



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F	To enable pupils to access the whole curriculum and other provision.	Use of a small amount of PP funding to help subsidise/pay for some school trips and for resources to support children with specific learning needs e.g. apps for computers, additional I-Pads. Monitor impact of resources identified and purchased and impact of school visits.			<i>Subsidy enabled all pupils to take part in visits resulting in improved self-esteem and self-confidence.</i>
Implications for 2019/20 Pupil Premium Strategy:					
<ul style="list-style-type: none"> ● Attainment gap in RWM between PP and Others nationally ● Insufficient progress in Writing ● Counselling needs to focus on specific children ● Need to build children's emotional resilience ● Greater incentives offered for good attendance 					



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Appendix:

Progress of Pupil Premium Pupils Summer Term 2019 (from 'on entry' September 2018)

Reading			
Year Group	Less than Typical Progress	Typical Progress	More than Typical Progress
EYFS	0% (0/5)	100% (5/5)	0% (0/5)
Year 1	33% (3/9)	44% (4/9)	22% (2/9)
Year 2	22% (2/9)	22% (2/9)	56% (5/9)
Year 3	0% (0/11)	64% (7/11)	36% (4/11)
Year 4	38% (3/8)	38% (3/8)	25% (2/8)
Year 5	13% (1/8)	88% (7/8)	0% (0/8)
Year 6	25% (4/12)	25% (3/12)	42% (5/12)

All disadvantaged pupils in EYFS and Year 3 have made typical progress or more than typical progress in Reading.

A high proportion of disadvantaged children in Year 2 and Year 6 have made more than typical progress in Reading.

A higher proportion of disadvantaged pupils in Year 1 and Year 4 have made less than typical progress.

Writing			
Year Group	Less than Typical Progress	Typical Progress	More than Typical Progress
EYFS	0% (0/5)	100% (5/5)	0% (0/5)
Year 1	67% (6/9)	22% (2/9)	11% (1/9)
Year 2	22% (2/9)	44% (4/9)	33% (3/9)
Year 3	18% (2/11)	64% (7/11)	18% (2/11)
Year 4	50% (4/8)	38% (3/8)	13% (1/8)
Year 5	38% (3/8)	50% (4/8)	13% (1/8)
Year 6	17% (2/12)	42% (5/12)	42% (5/12)



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All PP children in EYFS have made typical progress in Writing.

A high proportion of disadvantaged children in Year 2, 3 and 6 have made typical progress or more than typical progress in Writing.

A high proportion of disadvantaged pupils in Year 1 and Year 4 have made less than typical progress in Writing.

Maths			
Year Group	Less than Typical Progress	Typical Progress	More than Typical Progress
EYFS	0% (0/5)	100% (5/5)	0% (0/5)
Year 1	44% (4/9)	44% (4/9)	11% (1/9)
Year 2	22% (2/9)	33% (3/9)	44% (4/9)
Year 3	18% (2/11)	73% (8/11)	9% (1/11)
Year 4	13% (1/8)	50% (4/8)	38% (3/8)
Year 5	13% (1/8)	88% (7/8)	0% (0/8)
Year 6	8% (1/12)	42% (5/12)	50% (6/12)

All PP children in EYFS have made typical progress in Maths.

A high proportion of disadvantaged pupils have made more than typical progress in Year 2 and Year 6 in Maths.

A high proportion of disadvantaged pupils in Year 4, Year 5 and Year 6 made typical progress or more than typical progress in Maths. (Pupils in Y4 and Y5 who did not are also SEND).