# Sherrier CE Primary Pupil Premium Strategy Statement

## School Overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Sherrier CE Primary |
| Number of pupils in school  | 413 |
| Proportion (%) of pupil premium eligible pupils | 47 children 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Lyndsey Beckett |
| Pupil premium lead | Kellie Kirby  |
| Governor / Trustee lead | Helen Denton-Stacey |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68 387.99 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £68 387.99 |

# Pupil premium strategy plan

## Sherrier Statement of Intent

|  |
| --- |
| At Sherrier CE Primary School is committed to meeting the needs of every pupil at the school and providing the best possible education for all. We have high aspirations and expectations for every single pupil, whatever their needs and abilities, and teach a creative, inclusive, and enriched curriculum that helps every child reach his or her potential. Our vision is ‘*Teach children how to live and they will remember it all their lives’*. At Sherrier, we believe every pupil should receive the same opportunities for academic and emotional growth so they can become successful adults. However, we recognise that pupils receiving ‘pupil premium funding’ may face unique challenges. We use our pupil premium funding to engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. Strengthening our vision sit our school values, which underpin all aspects of our school curriculum- ‘Compassion, Creativity and Community-Minded’. We ensure these are at the centre of teaching and learning with opportunities that meet the needs of all our pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups and that their needs are adequately assessed and addressed. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we will ensure our pupil premium funding supports any pupil or group that meets the disadvantaged criteria.High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.Our Fundamental Objectives: - To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data. - For all disadvantaged pupils in school to exceed nationally expected progress to achieve Age Related Expectation at the end of Key Stage 2. - Pupils are confident communicators with skills and values which ensure they can access the full curriculum; pupils are well-equipped to achieve their goals and make a positive impact on the world around them. - Children are resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy. - With an appreciation of the importance of education and knowing to attend school regularly and on time, having established learning strategies and routines which they can take to their next phase of education. - With aspiration for their own future and an understanding of the world of work beyond school and the opportunities that this can give them.  |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | **Improve outcomes in Writing**Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences. PP children often see the writing process as ‘difficult’ or ‘not enjoyable’ which in turn prevents them ‘wanting to write’ for purpose.  |
| 2 | **Improve Attendance and Punctuality**The majority of pupils who are persistently absent are our disadvantaged pupils; their lower than typical attendance and punctuality impacts on their attainment, reducing their hours spent in school causing them to fall behind from their peers.  |
| 3 | **Improve outcomes in Reading, Writing and Maths for SEND/PP by end of KS2**Children with SEND and who are disadvantaged did not achieve age related expectations in Reading, Writing and Maths in 2024 SATS compared to SEND and non-disadvantaged. |
| 4 | **Improve social and emotional development for our PP children**The data indicates that a significant majority children requiring support from Social Care or other external teams come from Pupil Premium (PP) families. Additionally, 34% of children recorded as struggling with social, emotional, and mental health issues are PP children. This highlights the compounded challenges faced by PP children, who not only experience economic disadvantage but also require substantial social and emotional support. These findings emphasize the critical need for targeted interventions and comprehensive support systems to address the multifaceted needs of PP children, ensuring they receive the necessary resources to thrive both academically and personally. |

## Intended Outcomes

|  |  |  |
| --- | --- | --- |
| **CHALLENGE** | **INTENDED OUTCOME** | **SUCCESS CRITERIA** |
| 1. Improving outcomes in Reading, Writing and Maths for SEND and PP children.
 | To accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar rates of progress to SEND children nationally.Ensure that provision is well-matched to their wider needs in and out of the classroom so they can access the curriculum alongside their peers. | * EEF 5 a day SEND model provides adequate classroom models of support to engage SEND/PP children.
* SEND/PP children make progress in line with SEND nationally.
* SEND/PP children’s work show progress from their starting points.
* SEND/PP children are accessing a range of relevant interventions to support their learning and these are led by trained adults in school.
* Teaching Assistants are well trained in delivering effective and relevant SEND interventions across the school.
* SEND/PP children receive personalised intervention to support their small steps targets.
 |
| 1. Improve outcomes in Writing.
 | All pupils to be able to write for an appropriate purpose and audience.All PP children to have outcomes in line with PP children nationally in writing:* 70% of pupils achieve the expected standard or above by the end of KS1.
* 72% or above of pupils achieve the expected standard or above by the end of KS2
* 46% of PP pupils will achieve combined in Reading, Writing and Maths.
 | * Children who are PP and who have the potential to reach GDS in writing achieve this. They are supported to use the features that are required for this level of writing.
* Teachers are clear of the next steps for all children who are PP.
* Teachers use the W4P model to ensure PP children have a thorough understanding of expectations and further support in writing where needed.
* PP children receive intervention and support to enable them to understand writing expectations and have time to edit and redraft their work.
* Personal writing journals – teachers will ensure they are giving feedback to PP children first in the ‘Pupil Conferencing’ time in lessons.
 |
| 1. Attendance
 | No gap between FSM and all pupils’ attendance against national expectations.Increasing attendance (including punctuality) will impact positively on overall attainment.Overall attendance for last academic year for those who are disadvantaged was 93% (National 94.5%) while the figure for those who were not disadvantaged was 95.7%.  | * Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in-line with figures for non-PP children nationally.
* Teachers, parents and children themselves, report that they are happy and prepared to learn. Children are well-equipped for school.
* Attendance is monitored regularly and formal review meetings held with parents where non-attendance is persistent.
* Senior Attendance Champion in school gains further CPD in Attendance and ensures all staff understand attendance expectations in line with new guidance.
* Sustained high attendance by 2026/27 demonstrated by:

- the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.- the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 10%.  |
| 1. Social and Emotional Development
 | 1. Pastoral support provides
2. disadvantaged learners with the emotional skills to support the PP children’s wellbeing and ensure they are
3. fully engaged in school.
 | * Sustained high levels of wellbeing by 2026/2027 demonstrated by:

· qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in incidents recorded on CPOMs · a significant increase in participation in enrichment activities, particularly among disadvantage pupils. · children will be identified based upon SEMH needs and possible external agencies support e.g. Early Help Plans. · specific social and emotional support provided for identified individuals and their families · pupils and parents’ questionnaire reg. feeling safe at school will be 100% positive · Use of Welby strategies used by children to maintain their wellbeing. · Embedded wellness and mindfulness curriculum |

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above:

### Teaching

Budgeted cost: **£**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High quality-first teaching and staff retention to provide experienced delivery of QFT:- teaching both cognitiveand metacognitivestrategies- Scaffolding and flexiblegrouping- retrieval practice- taking into accountmisconceptions and priorlearning- CPD on teaching andlearning strategies and SEND models | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.* **Education Endowment Foundation, Support for Schools, School Improvement Planning, ‘1. High Quality Teaching’**
* **Rosenshine Key Principles**
* **EEF SEND in mainstream schools guidance report** [EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1674482559)
 | 1, 2, 3 and 4 |
| Ensure staff are using effective pupil conferencing in writing for pleasure, establishing a teacher framework for effective practice for W4P lessons. | Pupil conferencing allows for personalised feedback, which can be more effective than generic written comments. It enables teachers to address specific misunderstandings and provide tailored guidance. ***Education Endowment Foundation (2023) 'Teacher Feedback to Improve Pupil Learning'.*** Available at: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback Students often feel more engaged and valued during pupil conferencing sessions. The one-on-one or small group discussions make them feel that their work is important, which can boost their motivation and self-esteem. ***Learning Mole (2023) 'The Role of Student Conferencing in Assessment and Feedback: Enhancing Learning'.*** Available at: https://learningmole.com/therole-of-student-conferencing-in-assessment/ | 1 and 2 |
| Staff to use Steplab coaching to observe, and work as a group to effectively improve the teaching of writing.  | This paper explains the rationale and evidence behind the use of Steplab as a coaching tool in schools to improve teaching in schools.[Microsoft Word - Steplab White Paper v1.3.docx](https://resources.steplab.co/content/files/2024/09/Steplab-White-Paper-v1.3.pdf)Steplab is an action step instructional coaching approach that is ‘granular’ and this is influenced by the popularity of the *‘Teach Like a Champion*’ approach, where the 'moves' of teaching are front and center in teacher development (*Lemov, 2015)*This model is **directive:** the coach decides, the teacher enacts. The coach then uses a set of **coaching moves** (See It, Name It, Do It) to take the teacher through **modelling**, **deliberate practice** and **implementation planning** and help ensure they enact with fidelity. The model is based on regular **observation and feedback cycles** between a coach and a teacher.[What Do We Mean When We Talk About Instructional Coaching?](https://steplab.co/resources/what-do-we-mean-when-we-talk-about-instructional-coaching/66d9c8950982810001156c4b)At Sherrier, we will be applying this approach through observing Writing for Pleasure lessons.  | 1 and 2 |
| Continue to have a Pupil Premium Champion as a member of SLT who is responsible for leading the management and delivery of provisions for Pupil Premium students, ensuring that barriers to learning are removed and that these students receive the support needed to improve their academic and personal development. | Schools with a designated Pupil Premium Champion often see improved educational outcomes for disadvantaged students. This role helps in implementing targeted interventions and monitoring their impact. ***Education Endowment Foundation (2024) 'The EEF Guide to the Pupil Premium'.*** ***Available at: https://educationendowmentfoundation.org.uk/education-evidence/usingpupil-premium*** A Pupil Premium Champion can develop and implement a comprehensive strategy that aligns with the school's overall goals. This strategic approach ensures that all efforts are coordinated and focused on closing the attainment gap. ***Education Endowment Foundation (2024) 'New and updated resources to help schools maximise the impact of their Pupil Premium funding'.*** ***Available at: https://educationendowmentfoundation.org.uk/news/new-and-updatedresources-to-help-schools-maximise-the-impact-of-their-pupil-premiumfunding*** | 1, 2 ,3 and 4 |
| SENCo/Inclusion Lead time non-class based. | 28% of pupil premium children have SEND/ learning difficulties with some requiring high levels of care, 1 on EHCPs and 13 of those with additional medical or intimate care needs. Confidence and resilience are also lacking for our disadvantaged learners, which can lead to poor self-regulation and adverse learning behaviours. Thus, impacting on teaching and learning outcomes. The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children’s results outperform ‘Others.’***Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending*** | 1 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop fine motor skills for writing through supported physical activity intervention for EYFS and KS1 children. Introduce Big Moves intervention for children with fine and gross motor concerns. | Physical activity has important benefits in terms of health, wellbeing and physical development. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.EEF Toolkit on Physical Activity: [Physical activity | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) | 1 and 2 |
| Introduce new handwriting expectations for fluency and speed across the school.  | The ***EEF’s literacy guidance reports*** highlight the importance of ensuring fluent handwriting (EEF, 2017)As children learn to communicate via mark-making during their first years in education, many will encounter physical, psychomotor, and sensorimotor barriers that can inhibit the development of handwriting as a skill, which can have wide ranging consequences on educational attainment (***Wallen et al., 2013***). There is a solid body of evidence to suggest that there is a percentage of pupils who struggle with fine motor skills and consequently have poor handwriting (***Preston et al., 2017***). These being our disadvantaged children in school. The developers of the ‘Helping Handwriting Shine’ intervention propose that effective delivery of the intervention will lead first to improvements in legibility, which will then lead to improvements in speed and fluency; additionally, they hypothesise that as writing becomes automatic, it will lead to the freeing up of valuable cognitive resources (McCutchen, 1996)It has been shown that the ability to produce handwriting automatically improves handwriting speed (Medwell et al., 2009), and both the speed and the increased automation itself enable the writer to produce higher-quality writing composition (Medwell et al., 2009, Kent et al., 2016).Sherrier will introduce a cursive handwriting style and have high expectations on children’s writing as the focus in W4P lessons. Helping- Handwriting Shine intervention to be implemented in Y2 as an occupational therapy intervention for those PP children who struggle with handwriting.  | 1 and 2 |
| SLT to identify, with teachers, pupils to engage with intervention/enhanced support through effective termly pupil progress meetings. | Utilising data from termly assessments, provisions completed and ongoing monitoring allows SLTs and teachers to make informed decisions about which students require enhanced support. This data-driven approach ensures that interventions are targeted and effective. ***Education Endowment Foundation (EEF). (2022). The EEF Guide to the Pupil Premium. Retrieved from EEF.*** | 1, 2, 3 and 4 |
| Introduce new SEND/PP writing provision and intervention support to raise outcomes by identifying an effective program to deliver by being evidence based approaches and using the WE SEND action plan. | The Education Endowment Foundation (EEF) emphasizes that high-quality professional development for teachers can significantly improve student outcomes. Effective CPD should be sustained, collaborative, and focused on specific content areas, such as writing. This approach ensures that teachers are well-equipped to implement new strategies and understand their impact on student learning. ***Education Endowment Foundation (EEF). (2022). Effective Professional Development. Retrieved from EEF.*** | 1 and 2 |
| 1. Improve the quality of
2. social and emotional
3. (SEL) learning by CPD
4. and staff training.
 | SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. SLT partaking in the EEF Behaviours for Learning SEMHL support for the most challenging There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later like (e.g., improved academic performance, attitudes, behaviour and relationships with peers): ***Social and emotional learning | EEF (educationendowmentfoundation.org.uk)*** | 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost**: £**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s ‘Improving School Attendance’ 2024. This will involve training and release time for the Inclusion Lead and an office staff member to develop and implement procedures to improve attendance.Develop a full understanding of the barriers to attendance by holding attendance meetings with teachers as part of Pupil Progress meetings as CPD. Senior Attendance Lead to attend training held by EMAT and LA Attendance Team.  | The ***DfE guidance*** ***‘Working Together to Improve Attendance***’ **2024**, has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Schools engaging with parents and staff to support and encourage their children to attend school will increase attendance. ***The EEF Leadership Guide: Supporting Attendance***[***EEF Supporting Attendance Guide***](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)***recommends going beyond the headlines and digging deeper into the attendance of pupils.***EEF report (2015) states pupils need to be in school to learn and achieve. There is a direct link between achievement at KS2 and GCSE. Pupils with no absence are 1.6 x more likely to achieve level 4 or above, and 4.7 x more likely to achieve level 5 or above, than pupils that missed 15-20 % of all sessions. Attendance and Punctuality remain a challenge in school, with figures variable for Pupil Premium pupils. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence PP pupils are also more likely to miss lesson time which impacts on their academic progress. This approach aims to support more vulnerable pupils to ensure they can access learning. | 3 |
| 1. Whole school staff
2. training on behaviour
3. management with the
4. aim of developing our
5. school ethos and
6. improving behaviour
7. across school.
8. Pastoral Manager Time

to work with1. vulnerable pupils to
2. ensure they can access
3. learning.
 | Both targeted interventions and universal approaches can have positive overall effect on pupil’s behaviour. ***Behaviour interventions | EEF (educationendowmentfoundation.org.uk)*** More frequent low level behaviour incidents can have a detrimental effect in the classroom, impacting Quality First Teach for all. By taking the time to discuss each individual pupil, a wider joined up approach will build connections and lead to improved outcomes.  | 4 |

**Total budgeted cost: £ 68 387. 99**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes 2021-2024

Academic Year 2021-2022/2022-2023/2023-2024.

Since 2021 we have ensured effective communication is our priority so that our parents/carers have first hand information. We made sure we had a tool for communicating that was instant and direct and one that could give parents a range of information all stored in one place. We introduced Class Dojo as our tool for this. We now connect with our parents through instant messaging, photos, reporting and a way to ensure parents know about their child’s rewards and sanctions. Through this our teachers, senior team leaders, wellbeing and pastoral leads and our senco can all place information, surveys and letters on to advertise external agencies, newsletters or to obtain parental opinions such as our safeguarding surveys. All teachers, leaders, parents, governors, teaching assistants, office staff and premises officer get the same information. Since Class Dojo, we have introduced a ‘sign up’ to extra food parcels by Aldi supermarket, a pastoral messaging support service, wellbeing links to local support and a platform to raise awareness of national and local parenting events in the community. 10 out of 17 pupil premium families use the food parcel service and local foodbanks led by our Pastoral Manager.

Our Deputy Headteacher has now been trained as a Mental Health First Aider that can offer advice and support to both our pupils and families. A MHFA policy is now available on our school website and the school has achieved the Enhanced Healthy School Plus for MHFA. Senior Mental Health CPD is booked for Spring Term 2023 using the DFE funding grant.

Our SENCO is a fully accredited counsellor offering support to our community. Ongoing support for our PP children and their families and a regular session called ‘Time to Talk’ has now been introduced at Sherrier for ‘drop in’ counselling sessions are available.

During academic year 2022-2023, parent communication has improved through using surveys and evidencing changes and steps forward in our new Sherrier Newsletters that can be found on our school website and Class Dojo of what our parents wanted to see at Sherrier. We have added an ‘Enrichment Opportunities’ tab to our website that explains what we offer for enrichment for the children at Sherrier. We have also created a better ‘Mental Health and Wellbeing tab on our website that parents are signposted to regularly for external support and charities to aid this area of need.

Since the Deputy Headteacher began the Senior Mental Health Lead training in the Spring term, a Pastoral Team of key members of staff has been established and a Pastoral Provision Map set up to ensure all staff know their part to play in dealing with Mental Health concerns. In these meetings, children’s needs are shared and a ‘team around the child’ approach is enabled so that children are receiving many types of support in school. A clearer pathway for staff to address pastoral concerns has been put in place so actioning the concern is quicker with the relevant member of staff.

We are utilising the Wellbeing Ambassadors role in school to ensure key messages are getting out there to our families when needed- online safety, being kind etc.

We have signposted our families with local services for regular family support sessions. Although we have e safety sessions and the NSPCC assemblies, we feel a regular timetabled slot weekly that could help parents with parenting skills. Senior Leaders attended Parent with Mental Health issues course in April 2024 and a new referral form for mental health advice was introduced in school for staff to use to get children the support they need from the relevant person.

In our Foundation Stage we have implemented the NELI language programme in 2021-2022. We had 7 children on this programme all with delayed speech and communication skills according to their age. All children entered the Foundation Stage as below their age related expectation on their baseline assessment. A FS teaching assistant carried out the training and led the group across two terms. Out of the 7 children on this program, 5 children’s oracy development improved with 5 out of 7 improved. All children however, did not achieve GLD at the end of the year.

In 2022-2023 the NELI program was continued and all children in FS made small steps progress. We also ensured those children in Year 1 and 2 with oracy difficulties had targeted intervention led by an experienced teacher using the ‘Talk Boost’ program. Children made small steps progress although none of the children achieved GLD.

The NELI program again in FS and Y1 this academic year to develop oracy for early reading 94% of PP children achieved the results they needed on the program (Spring 2024). 97% of Year 1 children passed their Phonics Screening check (1x SEND girl and 1x SEND boy). 1x retake in Year 2 who passed this who did not pass last year 2022-2023. NELi has seen significant changes in the children’s ability to talk and understand basic instructions.

As part of our performance management cycle, teachers targets are aimed at ensuring our SEND/PP children make progress in line with PP nationally particularly in writing. By doing this, the 5 a day SEND teaching model is being implemented and CPD for this academic year (2022-2023) is wholly focused on this model as a tool for QFT. All staff have had training on implementing the 5 A Day EEF model as a whole school approach in classrooms and is a key agenda in our coaching learning walks sequence for the Summer term 2023.

Data from the previous academic year 2021-2022 showed that our SEND/PP children do not make as much progress in writing compared to that of SEND children nationally. 25% of PP children compared to 52% nationally reached ARE in writing at KS1 and 42.9% of PP children compared to 56.5% of PP nationally reached ARE in writing at KS2. Through looking at books, asking children about writing we knew there needed to be a new approach to writing that motivated their enjoyment and gave our writing a sense of purpose. The Writing 4 Pleasure approach forms part of our school improvement plan with a CPD cycle planned for our staff over the next 18 months. Children can write at their leisure through their own personal writing journals and the teaching of writing is broken down into daily specific writing features to ensure all children have mastered the skill or objective being taught. Autumn term moderation 2022 has shown that the children’s writing has more meaningful contexts and purposes and children have spoken highly about the approach.

In 2022-2023, performance management target 2 was set for teachers to ensure they were working towards their SEND pupils making expected progress in Writing by the end of the year. By the end of 2022-2023 our SEND children achieved:

-75% in Writing at KS2 (National Data 21/22 69% KS2)

-80% in writing at KS1 (National Data 21/22 58% KS1)

We have implemented the Writing for Pleasure approach to writing at Sherrier and out staff have had a year of CPD to ensure the writing is aligned with the approach’s expectations. Writing assessment criteria has been developed using national writing standards and a cycle of termly moderation has taken place.

The EEF’s ‘Five a Day’ model to support SEND pupils has been used and staff have engaged well with this approach to ensure all their SEND pupils have the right supports matched to their specific needs.

Writing is displayed around the school including all PP children to celebrate their achievements. All pupils who have been surveyed enjoyed the W4P lessons and were keen to write in their personal notebooks at home to continue the process.

Our W4P process continues and although our writing data outcomes are above national, our PP children are not in line with PP children nationally. In KS2 SATS, our writing data was only 56% at ARE achieving the expected standard. However, Year 6 did not follow the W4P process and this has changed since 2024.

Our whole school attendance is always above national at 96%. We have signposted to our families, particularly our vulnerable families, just how important attendance in real terms including how many days missed and lessons for the percentage of absence so it is transparent. Through family liaison and conversations regarding attendance we have signposted our parents to the support they need including the school taxi service, school nurses or the local GP. This has included paying for an external translator to engage with our parents at attendance meetings for our EAL/PP families. We continue to promote good attendance through our online posts via Class Dojo about weekly class attendance figures and parent meetings are held with families if further support is needed. Attendance Improvement plans are in place for those children with PA.

By the end of 2022-2023 our school attendance is 95.6% and above national figures. Attendance improvement plans continue to be used to support our families and regular discussions are held with parents. Sherrier will be a part of an aspirations inquiry research project in 2023-2024 in collaboration with our MAT schools to promote careers and having aspiration to succeed in the future with our PP children.

In 2023-2024 we continued to work with EMAT Attendance Leads to develop a MAT wide attendance policy and through using the Five Foundations to Attendance. Regular support for our families conitnues with many face to face meetings and involvement with the Local Authority team , Child Medical Needs Team, Inclusion Services and Early Family Help. Current PP attendance data is 93.4% and is still our group of children that are not in line with national figures. In line with new Government guidance we will be having more face to face meetings with parents and intend to be writing support plans for the family to ensure their child attends. Where a child does not, they will be referred to the LA Attendance Team very quickly.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
| RWI Phonics | Read Write Inc Phonics |
| Power Maths | Active Learn |
| Jigsaw PSHE Scheme | Jigsaw |
| Jasmine PE scheme | Real PE Create Development |
| Leicestershire RE Syllabus |  |
| Headstart Catch Up Booklets  | Headstart |
| Rapid Phonics and Rapid Writers | Pearson |
| English Grammar, Spelling, Reading Comprehension and Maths booklets for Catch Up and School Led Tuition  | CPG  |
| On Track English | Rising Stars |
| Access Art |  |
| NELI program |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
|  |  |
|  |  |