



Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sherrier CE Primary School
Number of pupils in school	413 pupils
Proportion (%) of pupil premium eligible pupils	49 pupils- %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2026/29
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kellie Kirby
Pupil premium lead	Kellie Kirby
Governor / Trustee lead	Mark Janssens

Funding overview £

Detail	Amount
Pupil premium funding allocation this academic year	£76, 398
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76, 398

Part A: Pupil premium strategy plan

Statement of Intent

Sherrier CE Primary 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 to, *'Teach children how to live and they will remember it all their lives'* so that they live their lives in all their fulness.

At Sherrier CE Primary, we believe every student should receive the same opportunities for academic and emotional growth. However, we recognise that pupils receiving 'pupil premium funding' may face unique challenges. These obstacles can include lack of support at home, learning difficulties, SEND needs, limited language and communication skills, low self-esteem, behavioural issues and attendance or punctuality concerns. Additionally, some children may be coping with complex family situations that further hinder their success.

Therefore, 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. All pupils are highly valued and respected at Joseph Cash and are supported by dedicated, skilled and motivated teachers and support staff. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well.

- We ensure that teaching and learning opportunities meet the needs of all 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.

A large proportion of our PP pupils also have additional SEND needs (31%).

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 in writing at Key Stage 2.
- To raise attainment in the MTC in Year 4 so that disadvantaged pupils achieve in line with national data or above.
- To raise attainment in Reading, Writing and Maths for disadvantaged pupils to achieve age related expectations using internal school data in other year groups.
- 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.

- 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.

Achieving These Objectives:

We choose the classroom approaches and intervention programmes that research shows work: <http://educationendowmentfoundation.org.uk/toolkit/>

- Allocate a 'Keep Up' TA to each phase – providing small group work with an experienced teaching assistant focussed on overcoming gaps in learning.
- Use of online platforms to provide in school bespoke tutoring support, interventions outside of the school day to also aid academic progress
- Use of the Maths Hub, Timestable Rockstars and other SODA activities for multiplication times tables practice.
- Use of the RWI phonics virtual platform, resources, review days and CPD programme for all.
- Use 'Catch Up' interventions for targeted pupils in English and Maths.
- Additional teaching and learning opportunities to support Quality First Teaching
- Pastoral team to support the social and emotional needs of disadvantaged learners and thus enhance learning.
- SLT members support quality first teaching for all via instructional coaching and planning surgeries.
- Develop creative initiatives (lead by the pastoral team) to improve attendance and reinforce positive learning behaviours in line with our school values.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional Learning Support, such as additional 1-1 support
- Subsidised enrichment activities, educational visits and residentials to ensure children have tangible, first-hand experiences to support learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage via the Forest school programme/Happy Lunchtimes.
- Staff training in SEND and use support agencies to support therapeutic work with pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Writing and GPS at the end of KS2 for PP children. Insecure outcomes in writing both internally and at the end of KS2 prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
2	Low attainment on entry to the Early Years Foundation Stage in Word Reading and Comprehension.

	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maths Children's attainment in the multiplication check are lower than national average for disadvantaged pupils.
4	Attendance and Punctuality concerns The majority of pupils who are persistently absent are 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.
5	PPG and Send 31% of Children with SEND are also in receipt of Pupil Premium and require additional support from specialist agencies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																									
Improve writing attainment among disadvantaged pupils.	Achieve in line or above national average expected standard in Writing at KS2.																									
Improved reading attainment (incl. phonics) among disadvantaged pupils in Foundation Stage.	Achieve Phase 3 or above by the end of the Foundation Stage according to Read Write Inc assessments.																									
Increase the number of pupils passing the multiplication check	Achieve above national average expected standard in MTC- PP children achieve in line or higher than national average score of 21 (2025).																									
To achieved and sustain improved attendance for all pupils, particularly our disadvantaged pupils and for our disadvantaged children to be in line with non-disadvantaged children.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils will fall below national the percentage of al pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more also being below national ensuring the attendance of disadvantaged pupils is above 96.5% our school's ABIE for 2025. <table border="1"> <thead> <tr> <th></th> <th>Starting Point End of Year Data 2024-2025</th> <th>Target 1 Year 1 2025-2026</th> <th>Target 2 Year 2 2026-2027</th> <th>Target 3 Year 3 2027-2028</th> </tr> </thead> <tbody> <tr> <td>PP Overall Attendance</td> <td>94.1%</td> <td>94.5%</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>PP Absence</td> <td>5.9%</td> <td>5%</td> <td>4.5%</td> <td>4%</td> </tr> <tr> <td>PP Persistence Absence</td> <td>12.2%</td> <td>10%</td> <td>8%</td> <td>7%</td> </tr> <tr> <td>PP Auth. Attendance</td> <td>4.1%</td> <td>3.9%</td> <td>3.8%</td> <td>3.6%</td> </tr> </tbody> </table>		Starting Point End of Year Data 2024-2025	Target 1 Year 1 2025-2026	Target 2 Year 2 2026-2027	Target 3 Year 3 2027-2028	PP Overall Attendance	94.1%	94.5%	95%	96%	PP Absence	5.9%	5%	4.5%	4%	PP Persistence Absence	12.2%	10%	8%	7%	PP Auth. Attendance	4.1%	3.9%	3.8%	3.6%
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	PP Un Auth. Attendance	1.8%	1.6%	1.4%	1.2%
Pastoral support provides disadvantaged learners with the emotional skills to support their wellbeing and ensure they are fully engaged in school.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated through our Inclusion Strategy:</p> <ul style="list-style-type: none"> • 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 through the new JIGSAW RSHE scheme 				

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£ 68,0111**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use and implementation of RWI phonics scheme, virtual platform and CPD programme. In-house training. (£2200)</p> <p>Oracy based intervention (Wellcomm Approach) to improve high quality linguistic interactions in the Foundation Stage.</p>	<p><i>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)</i></p> <p>Weak Language and Communication skills: on entry to school, 85% of children are not on track at Baseline assessment for all children in Autumn 2025 in Word Reading. Most PP children are working below age related expectations in CLL and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Most children working below age-related bands on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's or achieve GLD as a PP child.</p> <p><i>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</i></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Higher than average numbers of children access SALT in Reception and our disadvantaged children will either require small group support or 1:1 support from additional adults. 52% of children in the Foundation Stage are not on track for Speaking at Baseline Assessments 2025.</p> <p><i>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support</i></p>	1,2,4 and 5

	<p><i>communication through talking, verbal expression, modelling language and reasoning.</i> EEF Guidance Report, Preparing for Literacy: EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding a whole school Oracy curriculum – PP Lead to oversee with EMAT network for PP Leads.</p> <p>Purchasing resources and funding of ongoing teacher training and release time. (£1000)</p>	<p>Embedding dialogic activities across the curriculum. There is a strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>Speech, language and communication underpin cognitive, emotional and social development and are crucial skills for learning and life. It is generally assumed that most development of speech and language happens in the early years. However, development continues for all children and young people throughout school and into adulthood. Certain aspects of language develop during the older years: complex verbal reasoning, understanding and using figurative language, telling more involved stories and using increasingly sophisticated social communication skills. Socially, interactions become more complex and sophisticated as pupils mature and opportunities to practise speaking skills are paramount (ICAN 2011)</i></p>	1, 2,4,and 5
<p>Learning Plans for core intervention support showing key barriers to learning and how these should be addressed.</p> <p>Inclusion and SENCO Leader non-class-based time (£28,384)</p>	<p>31% of pupil premium children have SEND/ learning difficulties with some requiring high levels of care, 3 on EHCPs and 2 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. Learning Plans, in line with our Inclusion Strategy, will be introduced for all our vulnerable children to ensure barriers to learning are acknowledged and addressed in the child’s learning.</p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p>	1,2,3,4,5
<p>Revisit CPD for pupil conferencing in writing, establishing a Feedback policy for improving writing outcomes.</p>	<p>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.</p> <p><i>Education Endowment Foundation (2023) 'Teacher Feedback to Improve Pupil Learning'. Available at: https://educationendowmentfoundation.org.uk/education_evidence/guidance-reports/feedback</i></p> <p>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.</p> <p><i>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/</i></p>	1

<p>Staff CPD (£2 352)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p><i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</i></p> <p>External CPD offered by Steplab Instructional Coaching Model</p> <p>Oracy Voice 21 – 6 days form part of our staff development and Quality First Teaching plan.</p> <p>Internal SENCO NPQSEN training</p> <p>SLT undertaking ‘Flourishing Leaders’ course</p> <p>ELSA and other SEMH courses to increase our Wellbeing offer at Sherrier.</p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p> <p>Teachers with leadership responsibilities are released at least twice a term and covered internally by Cover Supervisors. Additional CPD includes: Subject leader training with Paul Longden, Oracy Training – Voice 21, Jubilee network and challenge partners.</p>	<p>1,2,3,4,5,6</p>
<p>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.</p>	<p>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.</p> <p><i>Education Endowment Foundation (2024) 'The EEF Guide to the Pupil Premium'. Available at: https://educationendowmentfoundation.org.uk/education-evidence/usingpupil-premium</i></p> <p>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.</p> <p><i>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-updated_resources-to-help-schools-maximise-the-impact-of-their-pupil-premium_funding</i></p>	<p>1, 2, 3, 4 and 5</p>

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


Budgeted cost: £ 225.0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions in EYFS and KS1 TA x3 days (groups and 1-1)</p> <p>Catch Up Interventions in Years 5 and 6.</p> <p>ELSA Interventions</p>	<p><i>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)</i></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3 and 5</p>
<p>Times Table Rockstars and X Factor timestable sessions and TA led maths intervention for vulnerable children across KS2.</p> <p>£225</p>	<p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</i></p> <p>TTRS and world tour programme delivered during SODA sessions and in line with the Maths Embrace Action Plan 2025.</p> <p>The White Rose intervention program trains the teaching assistants through a bespoke program to enable them to deliver high quality intervention /pre teach sessions that synchronise with the school maths scheme- Power Maths. This will be delivered over 8 weeks in the Summer/Autumn terms .</p>	<p>3</p>
<p>Development of a whole school Oracy Project to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills.</p> <p>Children’s parliament sessions (Y6)</p> <p>Increasing oracy skills with sticky questions through SOLO Taxonomy training</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>A significant barrier for PP students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status. A study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment. (1992)</i></p>	<p>1,2,3,and 5</p>

<p>Through Data Analysis of VYED data reports and in school behaviour reports we will aim to improve attendance and behaviour.</p>	<p><i>EEF report (2015) states pupils need to be in school to learn and achieve. There is a direct link between achievement at KS2. 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.</i></p> <p>Attendance and Punctuality for Pupil Premium pupils remains lower than those non-PP 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</p> <p>PP pupils are also more likely to miss lesson time, or be sent to Reflection Time at breaktimes, which impacts on their academic progress. This approach aims to support more vulnerable pupils to ensure they can access learning.</p> <p><i>Evidence from EEF: Teaching and Learning Toolkit: Behaviour interventions = + 4 Months /Social & emotional learning = +4 Months</i></p> <p>The above is supported by additional and targeted interventions to support more vulnerable learners with proven, effective approaches: Lego Therapy; Thrive and Debating.</p> <p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</i></p> <ul style="list-style-type: none"> - Social and emotional learning = +4 Months - Individualised instruction = + 4 Months - Metacognition & self-regulation = +7 Months 	<p>1, 2, 3, 4 and 5</p>
<p>Employment of Learning Support Assistants to deliver targeted support.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.</p> <p><i>Education Endowment Foundation (2018) The Best Use of Teaching Assistants. Available at: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</i></p>	<p>1, 2, 3 and 5</p>
<p>SLT with teachers to identify pupils who require intervention and further support and to ensure these are reviewed termly.</p>	<p>Utilising data from assessments 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. All vulnerable children will be addressed.</p> <p><i>Education Endowment Foundation (EEF). (2022). The EEF Guide to the Pupil Premium. Retrieved from EEF.</i></p>	<p>1, 2, 3, 4 and 5</p>

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

Budgeted cost: £ 150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																	
<p>Provide 1 fully trained ELSA and 1 further member of staff currently undertaking training to provide enhanced emotional and behavioural support for identified vulnerable children in school e.g. managing big feelings, Circle of Friends, social communication groups, bereavement.</p>	<p>Research has shown that ELSA programs are effective in supporting children's emotional literacy and well-being. A study by the ELSA Network found that ELSA interventions help children develop better emotional regulation, social skills, and coping strategies.</p> <p><i>ELSA Network. (2015). Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools. Retrieved from ELSA Network.</i></p>	<p>5</p>																																																	
<p>Enrichment Costs</p> <p>Additional Enrichment</p> <p>Music Rock Steady Band places</p> <p>Sports opps</p> <p>Forest School activities and CPD for Leader</p> <p>School trips- subsidised costs for PP children £150</p>	<p>A large part of our curriculum offer at Sherrier is to provide children with the opportunities and life experiences that they will not get the chance to at home.</p> <p>At least 50% of our enrichment programme is funded through the pupil premium grant because not only is it essential for pupil wellbeing, but it is also essential that they experience different settings before writing about it. All experiences, whether trips; visits or immersive encounters are linked to Topics that they are studying. For example:</p> <p>Sherrier also provides music, sports, and cross curricular experiences such as authors and aspirational careers events.</p> <div data-bbox="491 1317 1046 1379" style="border: 1px solid black; padding: 5px; text-align: center;">  <p><i>Enrichment Opportunities at Sherrier 2025-2026</i></p> </div> <div data-bbox="497 1442 1107 1688" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">We are passionate about ensuring our curriculum is as exciting, practical and as aspirational as possible. Sherrier are committed to developing a curriculum that is interactive, practical and motivating. Recognising that children learn most effectively through sensory experiences, our aim is to nurture their ambitions, expand their perspectives, and encourage them to connect their learning with real life situations. We believe that education should be a holistic journey, where every child feels valued and inspired.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: x-small;">Foundations Stage</th> <th style="font-size: x-small;">Winter Festivities</th> <th style="font-size: x-small;">St Andrew's Day, Nativity</th> <th style="font-size: x-small;">Autumn Workshops and Book Signing with Author, Poet, Artist, and Storyteller, Table Work</th> <th style="font-size: x-small;">Top Events</th> <th style="font-size: x-small;">Spring Day Book Steady about Learning</th> <th style="font-size: x-small;">Church Visit Resurrection egg</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">Year 1</td> <td style="font-size: x-small;">Nativity</td> <td style="font-size: x-small;">St Andrew's Day</td> <td style="font-size: x-small;">Book Signing</td> <td style="font-size: x-small;">Fire Safety Talk</td> <td style="font-size: x-small;">Spring Day</td> <td style="font-size: x-small;">Egg Hunt</td> </tr> <tr> <td style="font-size: x-small;">Year 2</td> <td style="font-size: x-small;">Christmas at St Mary's</td> <td style="font-size: x-small;">St Andrew's Day</td> <td style="font-size: x-small;">Book Signing</td> <td style="font-size: x-small;">Visit to local Church</td> <td style="font-size: x-small;">Spring Day</td> <td style="font-size: x-small;">Egg Hunt</td> </tr> <tr> <td style="font-size: x-small;">Year 3</td> <td style="font-size: x-small;">Christmas at St Mary's</td> <td style="font-size: x-small;">St Andrew's Day</td> <td style="font-size: x-small;">Book Signing</td> <td style="font-size: x-small;">Visit to local Church</td> <td style="font-size: x-small;">Spring Day</td> <td style="font-size: x-small;">Egg Hunt</td> </tr> <tr> <td style="font-size: x-small;">Year 4</td> <td style="font-size: x-small;">Christmas at St Mary's</td> <td style="font-size: x-small;">St Andrew's Day</td> <td style="font-size: x-small;">Book Signing</td> <td style="font-size: x-small;">Visit to local Church</td> <td style="font-size: x-small;">Spring Day</td> <td style="font-size: x-small;">Egg Hunt</td> </tr> <tr> <td style="font-size: x-small;">Year 5</td> <td style="font-size: x-small;">Christmas at St Mary's</td> <td style="font-size: x-small;">St Andrew's Day</td> <td style="font-size: x-small;">Book Signing</td> <td style="font-size: x-small;">Visit to local Church</td> <td style="font-size: x-small;">Spring Day</td> <td style="font-size: x-small;">Egg Hunt</td> </tr> <tr> <td style="font-size: x-small;">Year 6</td> <td style="font-size: x-small;">Christmas at St Mary's</td> <td style="font-size: x-small;">St Andrew's Day</td> <td style="font-size: x-small;">Book Signing</td> <td style="font-size: x-small;">Visit to local Church</td> <td style="font-size: x-small;">Spring Day</td> <td style="font-size: x-small;">Egg Hunt</td> </tr> </tbody> </table> </div> <p><i>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</i></p> <p>Every child has the right to learn to play an instrument.</p> <p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p>	Foundations Stage	Winter Festivities	St Andrew's Day, Nativity	Autumn Workshops and Book Signing with Author, Poet, Artist, and Storyteller, Table Work	Top Events	Spring Day Book Steady about Learning	Church Visit Resurrection egg	Year 1	Nativity	St Andrew's Day	Book Signing	Fire Safety Talk	Spring Day	Egg Hunt	Year 2	Christmas at St Mary's	St Andrew's Day	Book Signing	Visit to local Church	Spring Day	Egg Hunt	Year 3	Christmas at St Mary's	St Andrew's Day	Book Signing	Visit to local Church	Spring Day	Egg Hunt	Year 4	Christmas at St Mary's	St Andrew's Day	Book Signing	Visit to local Church	Spring Day	Egg Hunt	Year 5	Christmas at St Mary's	St Andrew's Day	Book Signing	Visit to local Church	Spring Day	Egg Hunt	Year 6	Christmas at St Mary's	St Andrew's Day	Book Signing	Visit to local Church	Spring Day	Egg Hunt	<p>1,2,3,4,5</p>
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Year 6	Christmas at St Mary's	St Andrew's Day	Book Signing	Visit to local Church	Spring Day	Egg Hunt																																													

Total budgeted cost: £76, 398

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil Premium Strategy Outcomes

This details the **impact** that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those disadvantaged and non-disadvantaged pupils at a national and regional level.

Whole School Statutory Outcomes 2024-2025

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	60	73%	● At or above	62%	78th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	60	15%	● At or above	8%	86th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	59	12%	■ Below (significant)	37%	8th
Phonics Screening Check	% of pupils passing in Year 1	53	92%	● Above (significant)	80%	88th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	55	78%	● At or above	68%	81st

KS2 Data

KS2		Reading				Writing				Maths				Combined			
		2024		2025		2024		2025		2024		2025		2024		2025	
		School	National	School	National	School	National	School	National	School	National	School	National	School	National	School	National
Whole Cohort	EXS	89%	74%	87%	75.1%	56%	72.4%	85%	72%	84%	73.7%	88%	73%	52%	61.3%	73%	62%
	GDS	39%	29%	42%	33.4%	8%	13.1%	15%	13%	37%	24.2%	42%	24%	5%	7.8%	15%	8%
Disadvantaged	EXS	78%	62%	89%	62%	22%	58%	89%	59%	67%	59.5%	78%	59%	22%	45.9%	67%	69%
	GDS	22%	18.2%	33%	18%	0%	6.4%	11%	7%	11%	13%	33%	13%	0%	3.1%	11%	11%
Non-Disadvantaged	EXS	91%	80%	86%	80.6%	82%	78%	84%	78%	87%	79.4%	90%	79%	57%	67.5%	75%	69%
	GDS	42%	33.3%	43%	33%	8%	16%	16%	15.6%	42%	8.7%	43%	29%	6%	9.7%	16%	11%
SEND	EXS	64%	41%	50%	42.4%	18%	30.4%	63%	32.3%	55%	37.6%	63%	39.6%	9%	27.1%	38%	23.8%
	GDS	18%	10.4%	13%	12.9%	9%	2.6%	0%	2.8%	9%	6.9%	38%	8.5%	0%	1.3%	0%	1.6%
Non-SEND	EXS	94%	83%	92%	84.9%	85%	84%	88%	84.2%	90%	83.7%	92%	84.4%	61%	72.2%	79%	73%
	GDS	43%	34%	44%	39.5%	6%	16%	17%	15.8%	43%	29%	42%	31.6%	6%	9.6%	17%	10%
Boys	EXS	94%	71%	82%	72.1%	41%	66.1%	79%	66%	94%	74.2%	86%	74%	41%	57.7%	64%	59%
	GDS	32%	25%	32%	31.1%	0%	9.9%	4%	10%	38%	26.9%	39%	27%	0%	6.6%	4%	8%
Girls	EXS	82%	78%	91%	78.2%	75%	78.9%	91%	78%	71%	73.1%	91%	73%	64%	65%	81%	66%
	GDS	46%	32%	47%	35.7%	14%	16.3%	25%	16%	36%	21.3%	44%	21%	11%	9%	25%	9%

Headlines

Disadvantaged children achieving the expected standard in R. W. M is significantly higher than national. School received a letter from Government that acknowledges the school is in the highest performing schools nationally for disadvantaged outcomes.

School are aware of 2024's writing data and has the decision to change the way writing is taught at Sherrier and in 2025 for Year 6 pupils. Our writing data shows children achieve higher than national in both the expected standard and at the greater depth standard since the introduction of Writing 4 Pleasure in line with the new DFe Writing Framework 2025.

School is working on Boys/PP/SEND writing outcomes and monitoring girls achieving GDS in Maths.

Phonics data

Phonics Screening Check									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	86%	75%	98%	79%	97%	80%	53	92%	80%
% of pupils passing check by end of Year 2	95%	87%	98%	89%	100%	89%	60	97%	89%

Y1 Phonics		Phonics Y1- Pass Mark of 32+			
		2024		2025	
		School	National	School	National
Whole Cohort	EXS	97%	80%	92%	80%
Disadvantaged	EXS	75%	68%	75%	67%
Non- Disadvantaged	EXS	98%	84%	94%	84%
SEND	EXS	75%	52%	100%	52%
Non-SEND	EXS	98%	88%	94%	88%
Boys	EXS	96%	77%	86%	76%
Girls	EXS	97%	84%	100%	84%

Headlines

School outperforms national in phonics for both Year 1 PSC and the Year 2 retakes over the last 3 years. Disadvantaged pupils perform higher than national with an average score of 34 compared to 30 nationally.

Multiplication Timetables Check Y4 data

Y4 MTC		Year 4 MTC- EXS is full marks											
		2024						2025					
		School			National			School			National		
Y4 MTC		School 2023-2024			National 2023-2024			School 2024-2025			National 2024-2025		
		Ave Score	% 21/25	% Full Marks	Ave Score	% 21/25	% Full Marks	Ave Score	% 21/25	% Full Marks	Ave Score	% 21/25	% Full Marks
Whole Cohort	EXS	17.8	30%	8%	20.6	70.1%	33.6%	17.4	39%	12%	21.0	66.9%	37.5%
Disadvantaged	EXS	17.3	29%	0%	18.9	59.2%	24.5%	13.8	17%	17%	19.3	54%	28.1%
Non- Disadvantaged	EXS	17.8	30%	9.4%	21.3	74%	37.4%	17.8	42%	11%	21.7	71.8%	41%
SEND	EXS	12.1	8%	0%	16.8	43.7%	14.3%	11.5	0%	0%	17.4	42%	16.8%
Non-SEND	EXS	18.8	35%	10%	21.6	78.2%	38.8%	19.3	51%	16%	21.9	77.7%	42.9%
Boys	EXS	18.3	37%	10%	20.9	72.7%		17.5	30%	3.7%	21.2	69.6%	
Girls	EXS	17.3	23%	0%	20.4	67.4%		17.4	47%	19%	20.7	67.3%	

Headlines

Disadvantaged pupils and non-disadvantaged pupils are underperforming in the MTC. Sherrier are working in line with our Embrace MAT Rapid Action Plan for raising attainment in the MTC check. This has begun in the Autumn term 2025 and under the monitoring and evaluation schedule the maths lead is regularly checking in and analysing data to ensure better outcomes and impact is shown across Y2 and KS2 in timetables.

EYFS GLD

Foundation Stage		EYFS – GLD			
		2024		2025	
		School	National	School	National
Whole Cohort	EXS	75%	67.7%	74%	68.3%
Disadvantaged	EXS	50%	51.5%	25%	51.4%
Non- Disadvantaged	EXS	75%	72%	78%	72.5%
SEND	EXS	0%	19.8%	0%	20.6%
Non-SEND	EXS	85%	75.8%	78%	76%
Boys	EXS	59%	60.7%	78%	61.6%
Girls	EXS	92%	75.1%	69%	75.4%

Headlines

Last academic year we only had 2 pupils out of 60 who were Pupil Premium children 1 of which is also SEND. School is above national for GLD consistently.

KS1 Data

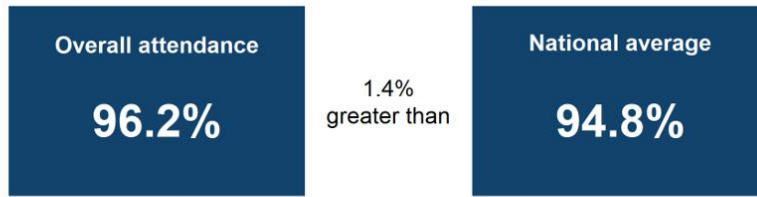
KS1		Reading				Writing				Maths			
		2024		2025		2024		2025		2024		2025	
		School	National	School	National	School	National	School	National	School	National	School	National
Whole Cohort	EXS	60%	71.4%	40%	71.6%	48%	62.9%	55%	64.1%	58%	72.1%	60%	72.9%
	GDS	22%	19%	27%	19.4%	0%	19.4%	13%	9.7%	23%	16.8%	23%	17.4%
Disadvantaged	EXS	50%	58%	40%	58.7%	50%	48.4%	40%	49.8%	58%	58.8%	40%	59.7%
	GDS	17%	9.7%	20%	10%	0%	3.9%	20%	4.4%	8%	8.5%	20%	8.7%
Non-Disadvantaged	EXS	63%	76.5%	40%	76.2%	48%	68.3%	56%	69.2%	58%	77.2%	62%	77.6%
	GDS	23%	22.9%	27%	22.6%	0%	10.9%	13%	11.5%	27%	19.7%	24%	20.3%
SEND	EXS	67%	31.9%	40%	32.9%	17%	21.8%	60%	23%	67%	35.1%	50%	36.9%
	GDS	0%	5.1%	10%	5.3%	0%	1.5%	0%	1.9%	0%	5.3%	20%	6%
Non-SEND	EXS	58%	80.1%	40%	80.4%	53%	71.8%	54%	73.4%	57%	80.3%	62%	81.1%
	GDS	25%	22.6%	30%	22.6%	0%	10.8%	16%	11.5%	26%	19.3%	24%	19.9%
Boys	EXS	61%	68.2%	24%	68.1%	39%	57.5%	44%	58.5%	58%	72.6%	52%	73.3%
	GDS	15%	18.1%	28%	17.7%	0%	7.3%	8%	7.9%	24%	20.5%	28%	20.9%
Girls	EXS	59%	74.8%	51%	75.2%	59%	68.6%	63%	69.9%	59%	71.6%	66%	72.9%
	GDS	30%	20.8%	26%	21.1%	0%	11%	17%	11.6%	22%	13%	20%	13.7%

Headlines

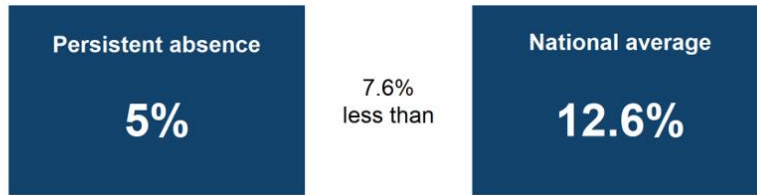
Disadvantaged pupils are not always performing as well as non-disadvantaged, especially in writing.

Attendance 2024-2025

Overall attendance

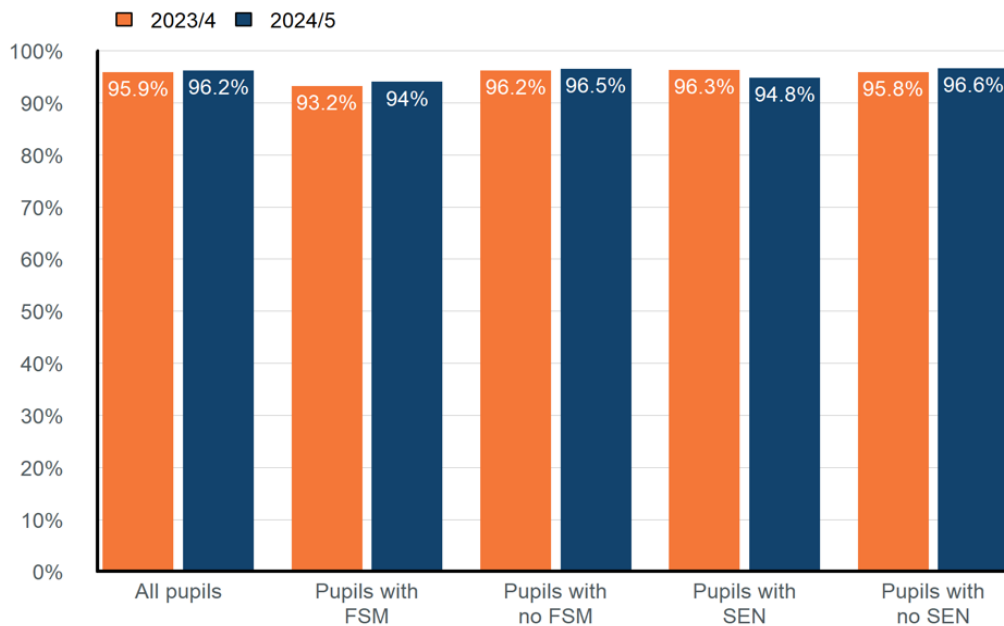


Persistent Absence



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance	National average
All pupils	96.2%	94.8%
Pupils with free school meals (FSM)	94%	92.2%
Pupils with no FSM	96.5%	95.8%
Pupils with special educational needs (SEN) support	94.8%	92.3%



Headlines for Attendance

No concerns with attendance overall- Pupil Premium attend well and are above national overall. This figure has also increased since 2023-2024.

Wider Development

- 100% of children were offered more than two additional extended day clubs.
- 100% of children accessed forest school provision.
- 100% of SEMH pupils received internal and external support at least weekly with ELSA
- 100% of all children accessed one extended after school club
- 100% of PP children accessed sporting tournaments and competition throughout 2024-2025

Quality First Teaching

- Leaders adopted creative approaches to raising children's aspirations. Evidence from observations and drop-ins confirms the positive impact, and the school will continue this strategy to ensure no child is disadvantaged by economic circumstances within the curriculum.
- Instructional coaching supported Quality First Teaching (QFT) to raise classroom standards. Staff also received bespoke CPD and at least half-termly planning support to embed Steplab instructional coaching.
- Professional conversations at PPMs, alongside feedback from monitoring activities, ensured that next steps for PP children were clearly identified and acted upon.

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
Early Reading skills (1:1 daily 20% and target children, additional phonics in timetable)	RWInc
Early literacy skills	NELI
Mastering number (whole class intervention on fluency)	Maths Hub
Primary Mental Health Team	NHS
X Tables Rockstars	TT Rockstars
Online Learning Platform: Seesaw	Seesaw
Data analysis / demographic analysis / Assessment / Behaviour / Attendance	Insights Data
Coaching and school improvement	Steplab
Phonics Coach: Teaching and Learning Development	Read, Write Inc.

Further information

We strongly believe that having additional members of staff, non-class based, allows teachers to be released and thus have time (wellbeing) to lead their subject effectively which raises standards.

A large proportion of our funding goes towards our pastoral team who are vital in supporting our disadvantaged pupils and their families (in particular in regard to Social and Emotional Learning), in turn improving teaching and learning outcomes.