

Pupil premium strategy statement

School overview

Metric	Data
School name	Sherburn High School
Pupils in school	806
Proportion of disadvantaged pupils	126 16%
Pupil premium allocation this academic year	£124,490
Academic year or years covered by statement	2019-2020.
Publish date	January 2020
Review date	January 2021.
Statement authorised by	Miriam Oakley.
Pupil premium lead	Ruth Marsh
Governor lead	Alison Davey

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.03
Ebacc entry	25
Attainment 8	43.48
Percentage of Grade 5+ in English and maths	56%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged students amongst similar schools	Sept 20
Attainment 8	Achieve national average for attainment for all students	Sept 20
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 20
Other	Improve attendance to national average	Sept 20
Ebacc entry	Better national average Ebacc entry for all students	Sept 20

Teaching priorities for current academic year

Measure	Activity
Priority 1	Good teaching and learning for all students. TLC and CPD training have had focus on strategies to engage students, challenge, differentiation, homework. Staff use CPD to allow for reflection and sharing of good practice.
Priority 2	Robust focused quality assurance.
Barriers to learning these priorities address	Closing the gap between non disadvantaged and disadvantaged students. To support all staff through quality assurance to spot areas where improvements could be made to maximise students' outcomes.
Projected spending	£1,200

Targeted academic for current academic year

Measure	Activity
Priority 1	Target students in Year 7 with a score below 100 in Reading KS2 SATS, who have low levels of literacy receive extra support to accelerate their progress. This includes PiXL Code, a phonics-based reading intervention and handwriting intervention HLTA delivers Success with Arithmetic intervention programme with students who were below 100 in SATs and underperformed on the school's arithmetic test. HLTA delivers an additional hour per week to these students for approximately 12 weeks. The students will be switched after 12 weeks if they have made progress.
Priority 2	Year 11 curriculum focused form groups to support students in subject areas where there is a current underperformance. These are led and delivered by Curriculum Leaders. P6 and lunchtime sessions for all pupil premium students to support with learning and homework. Extracurricular opportunities to help student's cultural capital, leadership and aspirations. Subject focused opportunities such as English and performing arts (theatres) etc.
Barriers to learning these priorities address	Improve disadvantaged outcomes, cultural capital and aspirations.

	Low levels of parental/carers support influencing low literacy and homework outcomes.
Projected spending	Year 7 PP catch up Literacy £7,500 Numeracy £5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Improving attendance to national average
Priority 2	Improve parental attendance and engagement with parent consultation success evenings etc
Barriers to learning these priorities address	Improve student attendance and therefore outcomes. Build better communication and relationships between families and school so that parents/carers can support young people to succeed.
Projected spending	£3,200

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for staff professional development	Use of INSET days, CPD morning training, TLCs, Curriculum Leader and department time being provided by senior leaders
Targeted support	Ensuring the impact of intervention is measured and reviewed and next steps clearly planned to maximise young people's success.	Curriculum Leaders and senior leaders to work collaboratively to ensure review impact and next steps.
Wider strategies	Engaging the families facing most challenges	School to maintain good relationships and communication with parents/carers and work closely with external agencies to support families, improve attendance and the young person(s) outcomes.

Review: next year September 2020