

# Sedlescombe Church of England Primary School

## Pupil Premium Strategy Statement

1. Summary Information					
<b>School</b>	Sedlescombe CEP				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£54,040	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	214	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	January 2019

2. Current Attainment		
<b>End of Key Stage 2 Results 2018</b>	<i>Pupils eligible for PP (6 children)</i>	<i>All Pupils (34 children)</i>
% achieving expected in reading, writing and maths	50%	55%
% achieving expected standard or above in reading	83%	88%
% achieving expected standard or above in writing	50%	82%
% achieving expected standard or above in maths	50%	59%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	One third (33%) of Pupil Premium children have an identified SEN. Pupil Premium children with SEN as well is a barrier to learning.
<b>B.</b>	Lack of continuity in teaching in a number of year groups which impacted on the quality of teaching.
<b>C.</b>	Underdeveloped speech and language skills can mean that writing is a barrier for many Pupil Premium pupils.
<b>External barriers</b>	
<b>D.</b>	Attendance of Pupil Premium children is below whole school attendance (92% compared with 95.7%). 46% of Pupil Premium children have attendance below 95%.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>• Pupil Premium children with an SEN make at least good progress from their starting points.</li> <li>• Pupil progress meetings identify gaps in learning and best next steps to address these.</li> <li>• Rapid action is taken to address underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>• 86% of PP and SEN children will make at least good progress (6/7).</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>• All teaching is judged at least good, so that all children have access to quality first teaching.</li> <li>• Rapid action is taken to address poor performance.</li> <li>• Pupil Premium children receive good quality teaching that ensures that they enjoy learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching is judged as good with 28% of teaching judged as outstanding.</li> <li>• Progress of Pupil Premium children matches progress of non-Pupil Premium children.</li> <li>• Attainment of Pupil Premium children matches that of non-Pupil Premium children at the end of Key Stage 2.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• Speech and Language needs are identified early and appropriate intervention in place to address any identified gaps.</li> <li>• Children make good progress in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Children identified in screening receive targeted intervention which leads to improvement in speech and language scores.</li> <li>• 80% of Pupil premium children make good progress in writing.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>• Attendance of Pupil Premium children is in line with non-pupil premium children.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium children's attendance meets the school attendance target of 96.5%.</li> <li>• Attendance of Pupil Premium children is in line with whole school attendance.</li> <li>• At weekly attendance meeting PP children with attendance below 96% monitored by Headteacher.</li> <li>• Names of children passed to Inclusion Leader to speak with parents and offer support, guidance and challenge.</li> </ul>

5. Planned Expenditure					
Academic Year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
B	Use lesson study, coaching and mentoring to support quality first teaching.	These methods are known to support teachers to be able to reflect on their own practice and to make improvements in their teaching which directly impacts on pupil outcomes.	<ul style="list-style-type: none"> <li>Staff training</li> <li>Linked to whole school priorities</li> </ul>	Head Teacher	<ul style="list-style-type: none"> <li>Pupil progress meetings in Term 4 &amp; Term 6</li> <li>Lesson Observations</li> <li>Appraisal meetings</li> </ul>
	Embed and develop the use of the Maths Mastery approach to deliver quality first maths teaching.	Maths mastery is a researched and evidence based approach to teaching high quality maths based on research by the National Centre for Excellence in Teaching Maths (NCETM).	<ul style="list-style-type: none"> <li>In-depth training for the maths subject leader</li> <li>Training for teaching staff</li> <li>Purchasing resources to support use of practical apparatus &amp; visual images</li> <li>Maths Learning Walks</li> </ul>	Math Subject Leader	<ul style="list-style-type: none"> <li>Termly maths learning walks</li> <li>End of Term 3 &amp; Term 6 pupil outcomes</li> </ul>
	<p>To improve the teaching of English through the use of rich texts and Power of Reading to encourage writing across the curriculum.</p> <p>To take part in the County English writing project.</p>	<p>The use of rich Texts is considered the best way to develop children's writing as it provides a quality model for the children and uses reading to support the writing process.</p> <p>County writing project will upskill teachers in research based approaches to quality first teaching in English.</p>	<ul style="list-style-type: none"> <li>In-depth training for the English subject leader</li> <li>Training for teaching staff</li> <li>Use of comparative judgement to verify teacher assessments of writing</li> </ul>	English Subject Lead	<ul style="list-style-type: none"> <li>Termly English learning walks</li> <li>End of Term 3 &amp; Term 6 pupil outcomes</li> </ul>
<b>Total budgeted cost</b>					<b>£2500.00</b>

<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	Targeted interventions to accelerate progress and plug gaps in understanding: <ul style="list-style-type: none"> <li>• Maths and English Booster groups in Year 6</li> <li>• Reading Catch up</li> <li>• Bullseye</li> </ul>	It has been identified that some of the lowest achieving Pupil Premium children are making very small steps of progress.  This approach is designed to close the attainment gap for specific children that are not attaining at a similar level to their peers.	<ul style="list-style-type: none"> <li>• Monitoring of delivery and progress</li> <li>• Pupil Voice</li> </ul>	Inclusion Manager	<ul style="list-style-type: none"> <li>• End of Term 3 &amp; Term 6 pupil outcomes</li> <li>• Pupil progress meetings in Term &amp; Term 6</li> </ul>
<b>C</b>	Infant and Junior Language Link assessments and interventions.	Language difficulties for individual children will hinder their ability to access the curriculum, learn and make good progress.  Language and Junior Link are recognised by the Speech and Language Service as quality interventions.  Such an intervention enables access to specialist services if needed.	<ul style="list-style-type: none"> <li>• Monitoring of delivery and progress</li> <li>• Pupil Voice</li> </ul>	Inclusion Manager	<ul style="list-style-type: none"> <li>• Records of intervention ongoing</li> <li>• Assessment Term 1 and 6</li> <li>• Term 4 Pupil Progress meetings</li> </ul>
<b>D</b>	Interventions and approaches to support children's mental health and well-being: <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Thrive</li> <li>• Zones of Regulation</li> </ul>	To be able to access learning children need to be able to firstly identify and then regulate their emotions.  Children who are unable to do this will be unable to learn and achieve their potential.  These approaches have proven to be successful and support children to manage their emotions & access learning.	<ul style="list-style-type: none"> <li>• Parent/carer and child feedback</li> <li>• Fewer behaviour incidents</li> <li>• Improved academic achievement</li> </ul>	Inclusion Manager	<ul style="list-style-type: none"> <li>• At the end of each Forest School group</li> </ul>
<b>Total budgeted cost</b>					<b>£42,763.00</b>

<b>Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D</b>	Subsidised enrichment activities: <ul style="list-style-type: none"> <li>• music lessons</li> <li>• class trips and residential visits</li> <li>• school swimming</li> <li>• clubs</li> </ul>	Children will be excited and engaged by extra-curricular opportunities. Giving all children the chance to take part in new experiences and opportunities.	<ul style="list-style-type: none"> <li>• Monitor club registers</li> <li>• Monitor take up of music lessons by Pupil Premium children</li> <li>• Ensure parent/carers are aware of opportunities &amp; support available</li> </ul>	Inclusion Lead	End of terms 2, 4 and 6
<b>D</b>	Subsidise school uniform and essentials for school (school uniform)	Children will be proud to be part of the school and belong to the school family.  Feel smart and ready for school.	<ul style="list-style-type: none"> <li>• Parent/carer feedback.</li> <li>• Children feedback.</li> </ul>	Office	Start and end of Year.
<b>Total budgeted cost</b>					<b>£8777.00</b>

6. Review of Expenditure				
Previous Academic Year		2017-2018		
Quality of Teaching for All				
Desired Outcome	Chosen Action /Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
To ensure quality first teaching and feedback for all children	Staff CPD – High quality induction for new staff members in Y5 and Y6	<p>Year 6 SATs Pupil Premium:</p> <ul style="list-style-type: none"> <li>• Reading: 4/6 reaching expected</li> <li>• Writing: 2/6 reaching expected</li> <li>• Maths: 2/6 reaching expected.</li> </ul> <p>Year 5 End of Year Pupil Premium:</p> <ul style="list-style-type: none"> <li>• Reading: 4/7 reaching expected</li> <li>• Writing: 1/7 reaching expected</li> <li>• Maths: 1/7 reaching expected</li> </ul>	<ul style="list-style-type: none"> <li>• The school will continue to have a focus on quality first teaching as this is the main driver for improving outcomes for all pupils.</li> <li>• Coaching, mentoring and lesson study will be used to encourage teachers to become self-reflective and to support each other to develop as good and outstanding teachers.</li> <li>• The school will continue to access high quality CPD with a proven track record of improving the quality of teaching and outcomes for pupils.</li> <li>• The school will look to access ways of moderating teacher judgements so that they are accurate and reliable.</li> </ul>	£2000
	Staff CPD	<ul style="list-style-type: none"> <li>• CPD resulted in two teachers moving their practice from good to outstanding.</li> <li>• CPD resulted in improved assessment for learning, marking and planning strategies to be implemented across the school in the next academic year.</li> </ul>		£1000

Targeted Support				
Desired Outcome	Chosen Action /Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
To ensure all vulnerable children receive additional academic support as is necessary to secure good academic outcomes	Daily small group maths/English teaching (HLTA) 2xgroups: Maths 1xY4, English 1xY2	<ul style="list-style-type: none"> <li>Pupils have made some progress. Being part of a smaller group with multi-sensory teaching has allowed the children to develop the skills for early learning and consolidate basic maths and English knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties have arisen with using HLTA to deliver this support as she has often had to be used to cover in classes.</li> </ul>	£11594
	Daily small group maths/English teaching (TA): Maths 1x Y5, English 1x Y3	<ul style="list-style-type: none"> <li>This has been successful. The additional support put in place has allowed children to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Additional adult to support in class enables more pupils to access the curriculum.</li> </ul>	£7782
	1:1 catch up reading programme (2xTAs)	<ul style="list-style-type: none"> <li>Catch up has run successfully with all children completing the programme and improving reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Catch up to continue</li> </ul>	£3950
	Additional INA Daily 1:2 teaching Maths/English 2 x Y4 children	<ul style="list-style-type: none"> <li>This group expanded to include more children. Progress was good.</li> </ul>	<ul style="list-style-type: none"> <li>Further support required for 1 child who has made little progress. Outside agencies are now working with the school.</li> </ul>	£6229
	Nurture Group 5 x Y2 children	<ul style="list-style-type: none"> <li>All children are now working within the mainstream classroom all of the time. 1 child is now being educated in a FLP for part of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Nurture provision was very successful. Will not be needed next year but should be considered if needed in the future.</li> </ul>	£1900
				£14882

<b>Other Approaches</b>				
<b>Desired Outcome</b>	<b>Chosen Action /Approach</b>	<b>Estimated Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve children's emotional well-being	Thrive programme. <ul style="list-style-type: none"> <li>Annual Thrive training for practitioners</li> <li>Thrive license</li> </ul>	<ul style="list-style-type: none"> <li>Thrive continues to support the most vulnerable pupils. Group work has proved to be successful and children have achieved higher scores in the Thrive assessment.</li> <li>Feedback from parents/carers and children have been very positive. Children that have taken part this year require long term work to support emotional needs.</li> <li>Feedback from parents/carers/staff and children has been very positive. Children are able to shine in other areas of the school day and it boosts their confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with this approach. Ensure that all staff are using the VRFs.</li> <li>Despite positive feedback, the children require ongoing, long term work. The decision has been made that this intervention is not supporting a wide range of children.</li> <li>This will continue.</li> </ul>	£1500
	School Counsellor			£3000
	Outdoor Learning (Forest School)			£8129
To increase engagement and enjoyment of school for vulnerable children	Extracurricular Activities	<ul style="list-style-type: none"> <li>Parent/carers positive feedback at extending opportunities for children.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties in getting all to engage in taking up a club. Pupil voice required to identify what they want.</li> </ul>	£1500
	Access to music opportunities			£1000