

# Sedlescombe Church of England Primary School

## Pupil Premium Strategy Statement

1. Summary Information					
<b>School</b>	Sedlescombe Church of England Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£44,880	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	204	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	January 2020

2. Current Attainment		
<b>End of Key Stage 2 Results 2018 - 2019</b>	<i>Pupils eligible for PP (9 children)</i>	<i>All Pupils (31 children)</i>
% achieving expected in reading, writing and maths	78%	68%
% achieving expected standard or above in reading	78%	74%
% achieving expected standard or above in writing	78%	84%
% achieving expected standard or above in maths	89%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Low Aspirations - Children don't have a well-developed sense of belonging and lack self-belief which impacts on their aspirations to do well at school e.g. maths is too hard
<b>B.</b>	Children have not developed the key reading skills needed to enable them to fully access the KS2 curriculum by the end of Key Stage 1.
<b>C.</b>	Underdeveloped speaking, listening and language skills can mean that writing is a barrier for many pupils.
<b>External barriers</b>	
<b>D.</b>	Attendance of Pupil Premium children is below whole school attendance (94.3% compared with 96%). 42% of Pupil Premium children have attendance below 95%.

4. Desired outcomes		
	<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 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> <li>• Children develop a can do attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium children have good attendance.</li> <li>• Pupil premium children enjoy coming to school (pupil voice).</li> <li>• Pupil children make progress from their starting points.</li> <li>• Pupil Premium children attain the expected standard or better.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>• All teaching is judged as 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> <li>• Effective phonics and reading teaching ensures children are able to read by the end of Key Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Key Stage 1 results in reading are at least in line with national.</li> <li>• Pupil Premium children make good progress in reading from their starting points.</li> <li>• The percentage of children passing the phonics screen is at least in line with national.</li> <li>• Whole school approach identified for the teaching of early reading skills. Policy identifies interventions to support children who are not making good progress or who are falling behind the expected standard.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• Speech and Language needs are identified early and appropriate intervention put in place to address any identified gaps.</li> <li>• Children have opportunities to speak and listen to develop ideas and vocabulary</li> <li>• Children make good progress in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The English Policy and manual for teaching reading and writing are implemented consistently across the school.</li> <li>• All teaching is judged as at least good.</li> <li>• Outcomes at the end of each key stage1 in reading and writing are at least in line with national at the expected standard.</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> </ul>

5. Planned Expenditure					
Academic Year	2019-2020				
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>B</b>	To develop a new whole school Professional Development and Feedback for staff.	Quality First teaching is proven to have the biggest impact on pupil outcomes and pupil progress. High quality and focussed professional development will ensure that all teaching is at least good.	<ul style="list-style-type: none"> <li>• Clear policy that gives high quality feedback to staff.</li> <li>• Professional development opportunities linked to identified improvement areas.</li> <li>• Opportunities to undertake lesson study to develop peer to peer support.</li> <li>• Clear policy for addressing poor performance so rapid action is taken.</li> </ul>	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Appraisal meetings in Term1</li> <li>•</li> </ul>
<b>A</b>	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 2, Term 4 &amp; Term 6 pupil outcomes</li> </ul>
<b>B</b>	Reading interventions for children falling behind e.g. Bullseye Introduce standardised reading assessments in all year groups from Year 1 to Year 6. Training in phonics teaching for all staff. New procedures for tracking phonics and development of early reading skills e.g. sight vocab and reading fluency.	Developing good early reading skills is essential in giving children access to the Key Stage 2 curriculum and ensuring good outcomes at the end of primary school.  Phonics is a key skill in children learning to read and spell.	<ul style="list-style-type: none"> <li>• Training and visits to other schools with best practice.</li> <li>• Purchase high quality phonics resources to support phonics teaching and tracking.</li> <li>• Purchase standardised reading assessments to give more accurate assessment information.</li> <li>• Increase information to parents and parental engagement</li> </ul>	English Subject Leader  And Infant Leader	<ul style="list-style-type: none"> <li>• Reading assessments in terms 2, 4 &amp; 6.</li> </ul>
<b>Total budgeted cost</b>					<b>£3,000</b>

Targeted Support					
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>A</b>	<p>Targeted interventions to accelerate progress and plug gaps in understanding:</p> <ul style="list-style-type: none"> <li>• Maths and English Booster groups in Year 6</li> <li>• Reading booster across the school</li> <li>• Early Literacy Support</li> <li>• Phonics boosters and additional training</li> <li>• Bullseye</li> <li>• Spirals of enquiry</li> <li>• Learning behaviours</li> <li>• MHEW training</li> </ul>	<p>It has been identified that some of the lowest achieving Pupil Premium children are making very small steps of progress.</p> <p>This approach is designed to close the attainment gap for specific children that are not attaining at a similar level to their peers.</p> <p>Booster sessions delivered by qualified teachers are shown to have greater impact than small group interventions.</p> <p>Spirals of Enquiry has been shown to increase pupils' sense of self, sense of belonging and self- belief. These are all important pre-cursors for children to be able to learn.</p>	<ul style="list-style-type: none"> <li>• Monitoring the quality of the delivery of interventions</li> <li>• Tracking the progress of children having an intervention</li> <li>• Pupil Voice</li> <li>• Spirals of Enquiry training and research group.</li> </ul>	Inclusion Manager	<ul style="list-style-type: none"> <li>• End of Term 2, Term 4 &amp; Term 6 pupil outcomes</li> <li>• Pupil progress meetings in Term 3, Term 4 &amp; Term 6</li> </ul>
<b>C</b>	<p>Infant and Junior Language Link assessments and interventions.</p> <p>Talk for Writing</p>	<p>Language difficulties for individual children will hinder their ability to access the curriculum, learn and make good progress.</p> <p>Language and Junior Link are recognised by the Speech and Language Service as quality interventions.</p> <p>Such an intervention enables access to specialist services if needed.</p>	<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 Term 6</li> <li>• Term 3 and Term 5 Pupil Progress meetings</li> </ul>
<b>A and D</b>	<p>Interventions and approaches to support children's mental health and well-being:</p> <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Thrive</li> <li>• Zones of Regulation</li> </ul>	<p>To be able to access learning children need to be able to firstly identify and then regulate their emotions.</p> <p>Children who are unable to do this will be unable to learn and achieve their potential.</p> <p>These approaches have proven to be successful and support children to manage their emotions &amp; access learning.</p>	<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>£33,000.00</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>£8880.00</b>

<b>6. Review of Expenditure</b>	
<b>Previous Academic Year</b>	<b>2019-2020</b>
<b>Background to the review of expenditure</b>	<ul style="list-style-type: none"> <li>• In March 2020 schools in England were affected by the Coronavirus pandemic. Throughout the period of closure, Sedlescombe CEP continued to provide care and support for the children of key workers and our most vulnerable pupils as well as providing remote learning for all children unable to attend school.</li> <li>• By June 2020 all of our vulnerable children were attending school to some degree. During this time, we also added to our home learning provision by extending our use of Tapestry to include all year groups. This has enabled children to access work and communicate with their class teachers throughout lock down. Having seen the benefits of this and facing an uncertain time of new lock downs and children having to isolate and miss school we have continued to post information and work to this platform. This has proved a particularly successful way of engaging with families who had previously been hard to reach.</li> <li>• We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and at Sedlescombe we have worked hard to mitigate this. We have provided home learning activities, both online and in paper-based format and a wide range of resources for all. We were aware that technology had been problematic for some families and have endeavoured to provide support where that was the case, e.g. loaning of laptops/learning packs delivered to pupils' addresses. We also contacted every family weekly and for our most vulnerable families, this included door-step visits. Staff went above and beyond to support families, this included for some families: delivering FSM vouchers, socially-distanced doorstep visits and working with additional services such as social care and health teams to ensure that families were supported. The website was updated to include links to support mental health and signpost further support.</li> <li>• Since the beginning of June 2020, following Government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised.</li> <li>• To ensure that all children had an opportunity to return to school before the long summer break Goodbye and Hello days were arranged so that children who had not been able to return to school could say goodbye to their class teacher and meet their new class teacher. Parents reported this was extremely helpful in supporting children's mental health and well-being.</li> <li>• With this in place, we have now turned our attention to beginning to identify any learning gaps (Sept/Oct 2020) which have come about during the lockdown period, particularly so for disadvantaged children.</li> <li>• Pupil Premium information has also been made clear to parents on the website by the creation of a Pupil Premium offer. This has so far been successful in enabling families to open up discussions in requesting financial support for uniform and educational enrichment.</li> </ul>

	<i>Desired outcomes and how they will be measured</i>	<i>Review of Outcomes</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>• Pupil Premium children 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> <li>• Children develop a can do attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in reading and writing were on track at the last Assessment Stage in December 2019 for PP children to have made good progress from their starting points.to have made progress.</li> <li>• Gaps had been identified and interventions were in place and running until March 2020. Data from interventions were showing improved outcomes for identified children.</li> <li>• There is no end of year data to support this.</li> <li>• Early assessment in Term 1 will identify further gaps and interventions will be in-line with current need.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>• All teaching is judged as 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> <li>• Effective phonics and reading teaching ensures children are able to read by the end of KS1.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised assessments and gap analysis have been introduced to identify children who are not on track to meet ARE. Intervention and catch up groups were embedded into teaching time to ensure progress was made. Same day catch-up had started to be used in maths each day.</li> <li>• Phonics teaching has been a focus in KS1 and there has been a marked improvement in teaching across all year groups. All of the PP children were on track to pass the phonics screening test. Phonics intervention groups were running effectively. As there were no Phonics Screening Checks in 2020 there is no data to support this.</li> <li>• Y2 children tested in Term 2 had a 93% pass rate showing the impact of the measures taken.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• Speech and Language needs are identified early and appropriate intervention put in place to address any identified gaps.</li> <li>• Children have opportunities to speak and listen to develop ideas and vocabulary</li> <li>• Children make good progress in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• All PP children were assessed using the Language Link Programme in Term 1 2019.</li> <li>• Intervention groups were set up and running once a week for each group.</li> <li>• A final assessment was not completed due to school closure</li> <li>• Data from groups were showing that they were having a positive impact and closing the gap.</li> <li>• This work will be developed further through the Nuffield Early Language Intervention programme that will be running in EYFS in 2020-2021.</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>• Attendance of Pupil Premium Children as at 20.3.20 was 85.5% which was below that of non-pupil premium children. However, individual plans were in place for the most vulnerable pupils and referrals were made if needed.</li> <li>• Pupils took part in partially funded music lessons and trips, allowing them to extend experiences beyond the curriculum.</li> <li>• School uniform was provided to Pupil Premium children in line with our PP Offer.</li> <li>• During Lock down 18/22 vulnerable children attended school regularly from June (4/22 were shielding and not able to attend).</li> <li>• Forest school and Thrive was successful in enabling identified children to develop confidence and access an alternative curriculum.</li> </ul>