

## Pupil Premium Strategy Statement 2020-2021

### School Overview

<b>Metric</b>	<b>Data</b>
School name	Sedlescombe Church of England Primary
Pupils in school	198
Proportion of disadvantaged pupils	20% (number) currently 38
Pupil premium allocation this academic year	£57,465
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs Caroline Harvey
Pupil premium lead	Mrs Naomi Oakley
Governor lead	Mr Mike Dixon

### Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	N/A - No National tests due to COVID-19
Writing	N/A - No National tests due to COVID-19
Maths	N/A - No National tests due to COVID-19

### Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	N/A - No National tests due to COVID-19
Achieving high standard at KS2	N/A - No National tests due to COVID-19

## Sedlescombe Church of England Primary School

### Strategy aims for disadvantaged pupils (Whole school)

Measure	Activity
<p>Priority 1:</p> <p><b>To ensure that every child is a fluent and confident reader by the end of Key Stage 2.</b></p> <p>Rationale:</p> <p><b>Closing the reading gap has the greatest potential for closing the learning gap.</b></p>	<p>An Early Reading Action Plan has been developed which focusses on the actions needed to ensure that every child becomes a fluent and confident reader. Activities include:</p> <ul style="list-style-type: none"> <li>• Whole school phonics training and regular updates to training.</li> <li>• High quality whole class phonics teaching that enables access for all at an age appropriate level.</li> <li>• Improved tracking and phonics assessment.</li> <li>• Quality first teaching using high quality texts and the development of a whole school map for the coverage of high quality texts.</li> <li>• Screening of children's automaticity (reading words on sight) and fluency and a focus on teaching these reading skills once the Phonics screening check has been passed.</li> <li>• Children to be read to at least once a day from a high quality text to develop a love of books and reading for pleasure.</li> <li>• Further development of the Key stage libraries and reading spaces within classrooms to create places in which children can immerse themselves in books and want to sit and read.</li> <li>• Developments in whole school reading to be research and impact led.</li> </ul>
<p>Priority 2:</p> <p><b>To develop children's early speaking and listening skills to close the vocabulary gap.</b></p> <p>Rationale:</p> <p><b>Vocabulary is the key to building new knowledge and building concepts. It is essential to close the vocabulary gap to be able to close the learning gap.</b></p>	<p>A whole school approach to developing children's speaking, listening and vocabulary skills is essential to maximise children's learning potential.</p> <ul style="list-style-type: none"> <li>• Do develop a clear whole school progression for speaking and listening that goes beyond EYFS and KS1.</li> <li>• Have a clear whole school approach for teaching children's vocabulary across the curriculum e.g. using high quality texts and imitation in the writing process.</li> <li>• To embed learning from the SSIF project on literacy through professional development opportunities.</li> <li>• Provide children with a vocabulary rich environment.</li> <li>• Provide planned opportunities for children to practise and embed their speaking and listening skills e.g. class debate.</li> </ul>
<p><b>Barriers to learning these priorities address</b></p>	<p>These priorities will address the following barriers to learning:</p> <ul style="list-style-type: none"> <li>• Reading gives children access to learning across the curriculum. By developing fluent and confident readers learning can be maximised.</li> <li>• Language skills and vocabulary can be underdeveloped in children from a disadvantaged background. Vocabulary is the key to building knowledge so the greater a child's vocabulary the quicker they are able to learn and build new concepts.</li> <li>• Adult readers give children access to high quality and engaging texts and rich language. Children not being read to or having access to books at home.</li> </ul>
<p><b>Projected Spending</b></p>	<p>£6,0000</p>

## Sedlescombe Church of England Primary School

### Teaching priorities for current academic year

Aim	Target	Target Date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2021
Phonics	Achieve national average expected standard in Phonics Screen Check	July 2021
Other	Improve attendance of disadvantaged pupils to School average target (96.5%)	July 2021

### Targeted academic support for current academic year

Measure	Activity
<p>Priority 1:  <b>To ensure that every child is a fluent and confident reader by the end of Key Stage 2.</b>                      Rationale:  <b>Closing the reading gap has the greatest potential for closing the learning gap.</b></p>	<ul style="list-style-type: none"> <li>• Same day catch up in phonics to try and prevent children from falling behind and to keep up.</li> <li>• Targeted phonics intervention groups for those children identified as falling behind through phonics tracking and assessments.</li> <li>• Assessment of automaticity and fluency and interventions planned and delivered for children who are not meeting age related expectations.</li> <li>• Interventions managed by the Inclusion leader and monitored to ensure that they are well-planned, timely, regular and specific to the area of need.</li> </ul>
<p>Priority 2:  <b>To develop children's early speaking and listening skills to close the vocabulary gap.</b>                      Rationale:  <b>Vocabulary is the key to building new knowledge and building concepts. It is essential to close the vocabulary gap to be able to close the learning gap.</b></p>	<ul style="list-style-type: none"> <li>• All children have a Language Link assessment on entry to the school in EYFS. This is used to highlight children in need of additional support.</li> <li>• Speech and Language interventions to support areas of need identified from the Language Link assessment.</li> <li>• Nuffield Early Language Intervention (NELI) Programme. This is a 20 week intervention for EYFS children in the spring and summer terms with small group and individual sessions to support children's listening, narrative and vocabulary skills.</li> <li>• Training for key members of staff who will then run intervention groups to support children in the development of key early language skills and close the language gap.</li> </ul>
<p><b>Barriers to learning these priorities address</b></p>	<ul style="list-style-type: none"> <li>• Focussed interventions will support children to catch-up or to close the gap so that they are better able to make progress and reach age related expectations.</li> </ul>

## Sedlescombe Church of England Primary School

	<ul style="list-style-type: none"> <li>Focussed interventions will improve children's ability to access the learning and build knowledge and new concepts.</li> </ul>
<b>Projected Spending</b>	£40,000.00

### Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p><b>To develop children's emotional resilience so that they are able to overcome barriers to learning</b></p> <p>Rationale:</p> <p><b>Children need to feel safe and valued to be able to learn effectively.</b></p>	<p>To develop resilience in our most vulnerable pupils so that they feel able to overcome barriers to learning:</p> <ul style="list-style-type: none"> <li>Carry out whole class online Thrive assessments to identify class targets and general support.</li> <li>To use the class screening to identify children in need of individual assessments and action plans to address particular emotional needs. Support to be given in 1:1 sessions or small group work.</li> <li>Disadvantaged pupils to be given access to additional Forest School sessions at our Forest School Site. Children to build resilience through a range of outdoor activities.</li> <li>Zones of regulation used in every classroom to support children in identifying when they are not emotionally balanced, how they can ask for help and return to a place where they can access the learning.</li> </ul>
<p>Priority 2</p> <p><b>To support pupils to have access to the wider curriculum</b></p> <p>Rationale:</p> <p><b>To make school more appealing and give a wide range of opportunities to experience success so they want to attend.</b></p>	<ul style="list-style-type: none"> <li>Funded music tuition</li> <li>Access to breakfast Club and Twilight Club</li> <li>Support in paying for educational trips and visits</li> <li>Forest School sessions</li> <li>Supported attendance at after school events</li> <li>Support with school uniform</li> </ul> <p>Please see our Pupil Premium Offer also available on the website for more information.</p>
<p><b>Barriers to learning these priorities address</b></p>	<ul style="list-style-type: none"> <li>Poor attendance impacts on progress, by making learning more accessible so children can experience success means that they are more likely to want to attend school.</li> <li>Children are more likely to be ready to learn and therefore more able to access their learning.</li> <li>Children have smart school uniform so</li> </ul>
<b>Projected Spending</b>	£11,500

## Sedlescombe Church of England Primary School

### Monitoring and Implementation

Area	Challenge	Mitigating Action
<b>Teaching</b>	<p>Ensuring enough time is given to allow for staff professional development and research into possible reading curriculum development – assessment opportunities, interventions and analysis of outcomes.</p> <p>Ensuring that all teachers are delivering Quality First Teaching</p>	<ul style="list-style-type: none"> <li>• Use of INSET days to provide time for professional development.</li> <li>• Additional cover being provided to leaders to allow for research and visits to best practice schools.</li> <li>• Regular review of impact to ensure the best actions are being taken and they are giving desired outcomes.</li> <li>• Monitoring timetable to check on quality of teaching and progress within books.</li> </ul>
<b>Targeted Support</b>	<p>Ensuring assessment is completed early to enable targeted teaching both in class and through interventions.</p>	<ul style="list-style-type: none"> <li>• Dedicated time to deliver Autumn Term 2 assessments to track progress and identify gaps in learning.</li> <li>• Robust assessment system with agreed deadlines for reporting outcomes.</li> <li>• Pupil progress meetings timetabled and cover provided for teachers to discuss outcomes and interventions.</li> <li>• TA support in all classes to allow for same day catch-up and booster sessions in Year 6.</li> <li>• Interventions are planned and then monitored by school leaders.</li> </ul>
<b>Wider Strategies</b>	<p>Engaging the families facing most challenges.</p>	<ul style="list-style-type: none"> <li>• Ensuring that all of our children and families are known.</li> <li>• Providing a variety of ways of communicating.</li> <li>• Building relationships with families built on respect and trying to be available at the point of need.</li> <li>• Recognising and sharing their child's success and their role within this.</li> <li>• Signposting parents to additional support.</li> </ul>