

Senacre Wood Primary School Pupil premium strategy statement

1. Summary information					
School	Senacre Wood Primary School				
Academic Year	2020-2021	Total PP budget	£74,905	Date of most recent PP Review	09.03.16
Total number of pupils	209	Number of pupils eligible for PP	58	Date for next internal review of this strategy	July 2021

2. Current attainment (LAST SET OF DATA PRE-COVID)				
Year 6 2020-2021: 11 PP pupils Year 2 2020-2021: 6 PP pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS2	KS1	KS2	KS1
% achieving the expected standard or above in reading, writing and maths	78%	67%	81%	74%
% achieving the expected standard or above in reading	78%	67%	86%	85%
% achieving the expected standard or above in writing	78%	67%	95%	85%
% achieving the expected standard or above in maths	89%	67%	86%	85%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PP children entering EYFS have low literacy and maths levels which results in non PP children outperforming PP children in the prime and specific areas in FS and therefore the overall % of PP children achieving a GLD at the end of FS is lower than non PP children.
B.	Across KS2, the % of HA PP children achieving greater depth is still below the % of HA non PP children achieving greater depth.
C.	PP children entering EYFS do not have a foundation of cultural capital compared to Non PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PP children are more vulnerable to lower attendance which impacts upon their progress and attainment
E.	Over 50% of our PP children have experienced social, emotional or behavioural difficulties and their families have needed support from Social Services, Early Help, External Counselling Services or the School Attendance and Absence Team.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between PP and Non PP children achieving the expected level in prime and specific areas in EYFS.	PP pupils achieve age related expectations by the end of EYFS.
B.	Higher rates of progress across the school for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in reading,

		writing and maths.
C.	Pupils to have access to a range of enrichment activities including school trips, clubs and sporting opportunities to develop their cultural capital.	Pupils will have access to a range of enrichment activities in school as part of the curriculum and financial disadvantage will not affect take-up for after school clubs.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95.1% to 96.1%
E.	Pupils have elevated academic and social confidence measured through their Well-Being profiles	Boxall profiles demonstrate an increase in self-awareness, confidence and social skills.

5. Planned expenditure

Academic year

2020-2021

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.

i. 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) Higher rates of attainment across KS2 for high attaining pupils eligible for PP.	Termly Pupil Progress meetings where PP children are explicitly discussed.	Analysis of our KS1 and KS2 results highlight that the attainment gap between PP and Non PP children remain. This is based on Pre-Covid SATS data but our most current internal data continues to reflect this gap. Therefore termly meetings have a greater emphasis on discussions of all PP children and identify individualised strategies to diminish the gap. These are then recorded on class provision maps and are carefully monitored during the term.	<ul style="list-style-type: none"> Staff training Writing moderation in school and across schools Monitoring activities including: book scrutiny, lesson observations, triangulation of data, books and teaching. Provision Maps 	SLT	Termly
	CPD on providing challenge for high attaining pupils	High ability PP pupils aren't achieving Greater Depth compared to Non PP pupils. We want to ensure that PP pupils can achieve high attainment as well as reaching the expected standard. Teachers will be trained to provide appropriate challenge for these pupils.	<ul style="list-style-type: none"> Staff meetings and twilights Observations CPD 	English and Maths Lead	Termly
	Maths specialist teacher employed 3 days a week to support focus children in Year 2 and Year 6 as well as focus groups across the school.	HA PP children are not always achieving the Greater Depth standard at the end of KS1 and KS2. The EEF toolkit suggests 1:1 tuition or small group tuition has a higher impact (+5months) on improving attainment and progress.	<ul style="list-style-type: none"> SLT to monitor through data tracking, book scrutiny and observations with clear feedback for improvement given. PP coordinator and class teachers to review and monitor impact these sessions are having, allocating children into appropriate small group sessions 	SLT	Termly

E) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Purchase of Jigsaw scheme of work for PSHE	With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.	<ul style="list-style-type: none"> PSHE leader to monitor implementation of scheme of work through drop ins, pupil interviews. 	SLT	Termly
E) Pupils have elevated academic and social confidence measured through their Well-Being profiles C) Pupils to have access to a range of enrichment activities including school trips, clubs and sporting opportunities to develop their cultural capital.	Employ a specialist music teacher	Children to have access to expert and high level music teaching allowing their cultural capital to develop through exposure to a range of musicians and musical periods. The EEF has commented that access to high quality arts provision has “wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported.”	<ul style="list-style-type: none"> SLT to monitor CPD opportunities to rest of staff through twilights and staff meetings 	SLT	Termly
Total budgeted cost					£33,500

ii. 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?
A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2	Volunteer readers	Proven accelerated progress in Reading.	<ul style="list-style-type: none"> Observations Assessments Provision maps Pupil progress meetings 	PP coordinator English lead	To commence post 2 nd lockdown.
	TA spelling, phonics and reading support for PP children	Proven accelerated progress in Phonics.	<ul style="list-style-type: none"> Phonics training for staff Observations Mock phonic screenings Pupil progress meetings 	Phonics leader	Termly
B) Higher rates of attainment across KS2 for high attaining pupils	Individualised home-learning packs for higher attaining PP pupils via Seesaw.	There has been proven impact from previous years that individualised packs are effectively utilised.	<ul style="list-style-type: none"> Assessments Provision maps Pupil progress meetings 	PP coordinator	Termly

eligible for PP.	TA led higher ability intervention groups	To further diminish the difference between high attaining non PP children and PP children.	<ul style="list-style-type: none"> Assessments Provision maps Pupil progress meetings 	PP coordinator Maths lead English lead	Termly
	Targeted individual support to access Greater Depth learning	Provision map analysis has shown that when children have been supported in accessing greater depth learning, their attainment rises.	<ul style="list-style-type: none"> Assessments Provision maps Pupil progress meetings 	PP coordinator Maths lead English lead	Termly
	Pupil conferencing	Evidence from book scrutiny has highlighted the immediate impact on learning following discussions with class teacher.	<ul style="list-style-type: none"> Assessments Provision maps Pupil progress meetings 	PP coordinator Maths lead English lead	Termly
	HA book club	Opportunity for PP children to have access to higher level texts and discussions as part of the book club run by the literacy leader.	<ul style="list-style-type: none"> Reading tracking data to show focus children are making sufficient progress 	English Lead	To commence post 2 nd lockdown.
E) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Project Salus (£3300)	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	<ul style="list-style-type: none"> Pupil and parent/carer voice. Wellbeing profiles SDQ assessments Pupil Progress Meetings Provision Maps 	SENCo	10 weekly
	Play Therapy (£600)	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	<ul style="list-style-type: none"> Pupil and parent/carer voice Wellbeing profiles Behavioural assessments Pupil Progress Meetings Provision Maps 	SENCo	Termly
	Lego Therapy	The EEF suggests social and emotional interventions have an identifiable and significant impact on attitudes to learning and social relationships in school, and attainment itself.	<ul style="list-style-type: none"> Pupil and parent/carer voice Wellbeing profiles Behavioural assessments Pupil Progress Meetings Provision Maps 	SENCo	Termly
	Educational Psychologist (£1845)	To provide us with expert advice and strategies to support behaviour and engagement levels of identified children	<ul style="list-style-type: none"> Well-being profiles Provision maps Educational psychologist reports 	SENCO	3 days or 6 sessions

E) Pupils have elevated academic and social confidence measured through their Well-Being profiles D) Increased attendance rates for pupils eligible for PP.	Employ a FLO- FLO to support the school in communicating regularly with PP parents	Assist in enabling PP pupils to have full access to educational opportunities and overcome barriers to learning and participation, such as poverty, lack of materials, parental support and engagement, referrals to supportive agencies. Research has shown that parental engagement with children's education has a great impact in academic progressions. The EEF suggest +3 months in progression with increased parental engagement.	<ul style="list-style-type: none"> Attendance figures Parental engagement Pupil voice Outcomes from outside agencies met Pupil Progress Meetings Provision Maps 	HT	Termly and Appraisals
E) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Employ a FLO-	FLO to undertake emotional and mental wellbeing support role in additional hours.	<ul style="list-style-type: none"> Attendance figures Well-being profiles Pupil Voice 	HT	Termly and Appraisals

Total budgeted cost £20,000

iii. Other approaches

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?
D) Increase attendance rates for PP children	Free breakfast Club for PP children	Children who are nutritionally provided for develop better and are able to concentrate better .Promoting healthy lifestyle and wellbeing. Proven impact improving punctuality and attendance.	<ul style="list-style-type: none"> Well being profiles. Pupil voice. Attendance figures Punctuality figures 	FLO	3 x yearly
	Free Milk for PP children in KS1	Children who are nutritionally provided for develop better and are able to concentrate better. Promoting healthy lifestyle and wellbeing.	<ul style="list-style-type: none"> Pupil voice. Well being profiles 	FLO	Termly
	Contribution towards PE kits, water bottles and clothing.	Correct clothing and equipment helps children to access activities and to feel comfortable at school (leading to better attendance).	<ul style="list-style-type: none"> Pupil voice. Wellbeing profiles, 	FLO	Termly

	Enrichment Experiences: -GLP -Artsmark -Sports fixtures -Whole school experience weeks	First hand experiences give opportunities to apply learning in different contexts to make learning purposeful. Providing memorable learning experiences that the child can draw on for learning.	<ul style="list-style-type: none"> Wellbeing profiles Pupil Voice Artsmark programme SMSC log 	SLT	3 x yearly
E) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Young Carers Award	14% of our PP children have been identified as Young Carers. The Young Carers in Schools Programme ensures that students don't miss out on an education because they are young carers. Young carers are responsible for emotional, practical or physical care for a parent, sibling or other family member who has a physical disability, mental health issue or substance misuse issue. The programme helps the school to improve outcomes for young carers.	<ul style="list-style-type: none"> Achievement of award Monitoring of this vulnerable group in pupil progress meetings 	FLO	Termly
C) Pupils to have access to a range of enrichment activities including school trips, clubs and sporting opportunities to develop their cultural capital.	To provide financial assistance to ensure inclusion and enrichment for PP pupils	To ensure PP children have the opportunity to take part in activities which require financial assistance.	<ul style="list-style-type: none"> To monitor financial assistance 	FLO	Termly
	Partnership with the Wellbeing people	The Well-being people develop initiatives with schools to give opportunities to apply learning in different contexts to make learning purposeful.	<ul style="list-style-type: none"> Wellbeing profiles Pupil Progress Meetings Provision Maps 	PP Coordinator	Termly
D) Increased attendance rates for pupils eligible for PP.	Children who are absent to be emailed to Headteacher and FLO on a daily basis	PP children can't make the required progress or accelerated progress if they are not in school	<ul style="list-style-type: none"> Attendance monitoring 	FLO Admin assistant	Daily
	FLO to monitor the attendance of pupils		<ul style="list-style-type: none"> Attendance monitoring Reports to governors detailing PP attendance and targets 	HT	Termly
	To ensure parents are given two weeks notice for events				
Total budgeted cost					£19,000

Abbreviations	
PP	Pupil premium

FLO	Family Liaison Officer
HA	Higher ability
HT	Headteacher
EEF	Education Endowment Foundation