

Senacre Wood Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Senacre Wood Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emily Sweeney, Headteacher
Pupil premium lead	Emily Baksh, SENCO and Inclusion Lead
Governor lead	Allan Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,251
Recovery premium funding allocation this academic year	£6,911
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,162

Part A: Pupil premium strategy plan

Statement of intent

At Senacre Wood Primary School, we make decisions about allocating Pupil Premium funding through school context, school data as well as research conducted by EEF. We use this information to support the decisions we make, which centre around the impact of the strategies and their value for money.

Barriers for disadvantaged pupils are commonly support at home, attendance, wider experiences, Speech, Language and Communication Skills, confidence and resilience. These then impact on academic attainment, progress and wider achievement. Every child brings individual strengths and difficulties to their schooling so it is important to remember that not one strategy is suitable for all.

Our intent is to:

- ✓ To ensure our disadvantaged pupils make good or better progress in all areas of the curriculum
- ✓ To ensure disadvantaged pupils are identified early and assessment of barriers is actioned on entry
- ✓ To ensure opportunities are given for all disadvantaged pupils to reach age-related expectations
- ✓ To support the emotional and social development of all pupils
- ✓ To enrich the experiences of all pupils through a varied and rich curriculum and wider school experiences.
- ✓ To ensure all pupils have good attendance.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is 3% lower than that of the whole school.
2	24% of our pupil premium children have an additional special educational need
3	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children, therefore knowledge of the world and vocabulary acquisition is limited.
4	Over 75% 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.
5	<p>Our internal data and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) For attendance of our PP children to be 96%+ or inline with whole school.	<ul style="list-style-type: none"> • Employment of a full time FLO who will be attendance officer. • Children who are absent are emailed daily to the head teacher and FLO so children who have historic attendance concerns are immediately flagged and action taken. • Children with attendance below 90% will be targeted by our FLO, in accordance to our attendance policy.
2) Robust pupil progress meetings with all stakeholders to discuss pupils with SEND who are also in receipt of pp funding.	<ul style="list-style-type: none"> • Pupil progress meetings notes detail purposeful discussions and next steps for pupils with SEND who are in receipt of PP funding. • Termly provision maps detail planned, targeted intervention to be written with SMART outcomes to ensure provision is short, intense and does not narrow curriculum. • Prioritise outside agency support.
3) 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.	<ul style="list-style-type: none"> • Subsidise schools trips and events, including swimming. • Highlight local clubs and events to parents.
4) Pupils have elevated academic and social confidence measured through their Well-Being profiles	<ul style="list-style-type: none"> • Boxall profiles demonstrate an increase in self-awareness, confidence and social skills.
5) Pupils will have access to high quality teaching of vocabulary across the curriculum to ensure PP pupils are able to access their learning in the same way as their peers	<ul style="list-style-type: none"> • 80% of pp pupils to be accessing their year group curriculum in English, Maths and Enquiry by July 2022

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.” The EEF also reported, “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.”	1,3,4
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.	1,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1,2,4,5

blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Volunteer readers	Proven accelerated progress in Reading.	1,2,3,4,5
TA spelling, phonics and reading support for PP children	Proven accelerated progress in Reading.	1,2,3,4,5
1:1 pupil progress meetings with teachers and SLT	There is a collective responsibility for PP children's progress in order for the children to make accelerated progress. The meetings will provide focused professional dialogue regarding the children's barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time FLO	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. FLO to undertake emotional and mental wellbeing support role in additional hours. FLO to monitor the attendance of pupils	1,3,4
Play Therapy (£600)	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	1,2,4,5
Lego Therapy	The EEF suggests social and emotional interventions have an identifiable and significant	1,2,4,5

	impact on attitudes to learning and social relationships in school, and attainment itself.	
Educational Psychologist (£1845)	To provide us with expert advice and strategies to support behaviour and engagement levels of identified children	1,2,4,5
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.	1,4,5
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.	1,4,5
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).	1,3,4
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.	1,3,4
Young Carers Award	17% 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.	1,3,4

Total budgeted cost: £ 85,162

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicate that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online learning through Seesaw.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Below is our internal progress data for our PP children:

Year R Progress

Reading- Comprehension				Reading- Word Reading				Writing						
July				July				July						
Pupil Premium (SJS)(ALL)	6	83	50	17	Pupil Premium (SJS)(ALL)	6	100	67	33	Pupil Premium (SJS)(ALL)	6	100	100	33
Non Pupil Premium (SJS)(ALL) #	80	70	25		Non Pupil Premium (SJS)(ALL) #	100	95	85		Non Pupil Premium (SJS)(ALL) #	100	80	40	
Pupil Premium but not SEN	6	83	50	17	Pupil Premium but not SEN	6	100	67	33	Pupil Premium but not SEN	6	100	100	33
Difference (PP and non)		3	-20	-8	Difference (PP and non)		0	-28	-52	Difference (PP and non)		0	20	-7

Maths- Number				Maths- Numerical Patterns					
July				July					
Pupil Premium (SJS)(ALL)	6	67	33	0	Pupil Premium (SJS)(ALL)	6	83	67	33
Non Pupil Premium (SJS)(ALL) #	90	45	25		Non Pupil Premium (SJS)(ALL) #	95	90	50	
Pupil Premium but not SEN	6	67	33	0	Pupil Premium but not SEN	6	83	67	33
Difference (PP and non)		-23	-12	-25	Difference (PP and non)		-12	-23	-17

Year 1 Progress

Reading	July				Writing	July				Maths	July			
	4+	5+	6+	7+		4+	5+	6+	7+		4+	5+	6+	7+
Year 1(ALL)	29	86	55	14	Year 1(ALL)	29	86	28	0	Year 1(ALL)	29	52	17	0
Pupil Premium (SJS)(ALL)	8	63	38	25	Pupil Premium (SJS)(ALL)	8	75	50	0	Pupil Premium (SJS)(ALL)	8	38	13	0
Non Pupil Premium (SJS)(ALL)	11	95	62	10	Non Pupil Premium (SJS)(ALL)	11	90	19	0	Non Pupil Premium (SJS)(ALL)	11	57	19	0
Pupil Premium but not SEN	6	83	50	33	Pupil Premium but not SEN	6	100	67	0	Pupil Premium but not SEN	6	50	17	0
Difference (PP and non)		-33	-24	15	Difference (PP and non)		-15	31	0	Difference (PP and non)		-20	-7	0

Year 2 Progress

Reading	July				Writing	July				Maths	July			
	4+	5+	6+	7+		4+	5+	6+	7+		4+	5+	6+	7+
Pupil Premium (SJS)(ALL)	5	0	0	0	Pupil Premium (SJS)(ALL)	5	0	0	0	Pupil Premium (SJS)(ALL)	5	20	0	0
Non Pupil Premium (SJS)(ALL)	21	57	10	0	Non Pupil Premium (SJS)(ALL)	21	57	19	0	Non Pupil Premium (SJS)(ALL)	21	52	0	0
Pupil Premium but not SEN	5	0	0	0	Pupil Premium but not SEN	5	0	0	0	Pupil Premium but not SEN	5	20	0	0
Difference (PP and non)		-57	-10	0	Difference (PP and non)		-57	-19	0	Difference (PP and non)		-32	0	0

Year 3 Progress

Reading	July				Writing	July				Maths	July			
	4+	5+	6+	7+		4+	5+	6+	7+		4+	5+	6+	7+
Year 3(ALL)	26	42	8	0	Year 3(ALL)	26	19	19	3.9	Year 3(ALL)	26	31	12	0
Pupil Premium (SJS)(ALL)	8	17	0	0	Pupil Premium (SJS)(ALL)	8	0	0	0	Pupil Premium (SJS)(ALL)	8	17	0	0
Non Pupil Premium (SJS)(ALL)	18	50	10	0	Non Pupil Premium (SJS)(ALL)	18	25	25	5	Non Pupil Premium (SJS)(ALL)	18	35	15	0
Pupil Premium but not SEN	5	20	0	0	Pupil Premium but not SEN	5	0	0	0	Pupil Premium but not SEN	5	20	0	0
Difference (PP and non)		-33	-10	0	Difference (PP and non)		-25	-25	-5	Difference (PP and non)		-18	-15	0

Year 4 Progress

Reading	July				Writing	July				Maths	July			
	4+	5+	6+	7+		4+	5+	6+	7+		4+	5+	6+	7+
Year 4(ALL)	30	7	0	0	Year 5(ALL)	30	40	13	0	Year 5(ALL)	30	53	10	0
Pupil Premium (SJS)(ALL)	6	0	0	0	Pupil Premium (SJS)(ALL)	6	33	0	0	Pupil Premium (SJS)(ALL)	6	17	0	0
Non Pupil Premium (SJS)(ALL)	24	8	0	0	Non Pupil Premium (SJS)(ALL)	24	42	17	0	Non Pupil Premium (SJS)(ALL)	24	63	13	0
Pupil Premium but not SEN	5	0	0	0	Pupil Premium but not SEN	5	40	0	0	Pupil Premium but not SEN	5	20	0	0
Difference (PP and non)		-8	0	0	Difference (PP and non)		-8	-17	0	Difference (PP and non)		-46	-13	0

Year 5 Progress

Reading	July				Writing	July				Maths	July			
	4+	5+	6+	7+		4+	5+	6+	7+		4+	5+	6+	7+
Year 5(ALL)	28	54	32	0	Year 5(ALL)	28	46	4	0	Year 5(ALL)	28	71	32	0
Pupil Premium (SJS)(ALL)	11	36	9	0	Pupil Premium (SJS)(ALL)	11	36	0	0	Pupil Premium (SJS)(ALL)	11	73	18	0
Non Pupil Premium (SJS)(ALL)	17	65	47	0	Non Pupil Premium (SJS)(ALL)	17	53	6	0	Non Pupil Premium (SJS)(ALL)	17	71	41	0
Pupil Premium but not SEN	5	60	20	0	Pupil Premium but not SEN	5	60	0	0	Pupil Premium but not SEN	5	100	20	0
Difference (PP and non)		-28	-38	0	Difference (PP and non)		-17	-6	0	Difference (PP and non)		2	-23	0

Year 6 Progress

Reading	July				Writing	July				Maths	July			
	4+	5+	6+	7+		4+	5+	6+	7+		4+	5+	6+	7+
Year 6 (ALL)	29	100	82	36	Year 6 (ALL)	29	93	75	25	Year 6 (ALL)	29	96	68	21
Pupil Premium (SJS)(ALL)	11	100	64	45	Pupil Premium (SJS)(ALL)	11	82	64	18	Pupil Premium (SJS)(ALL)	11	91	55	27
Non Pupil Premium (SJS)(ALL)	18	100	94	29	Non Pupil Premium (SJS)(ALL)	18	100	82	29	Non Pupil Premium (SJS)(ALL)	18	100	76	18
Pupil Premium but not SEN	7	100	86	57	Pupil Premium but not SEN	7	86	71	29	Pupil Premium but not SEN	7	86	71	29
Difference (PP and non)		0	-30	16	Difference (PP and non)		-18	-19	-11	Difference (PP and non)		-9	-22	10

School progress against assessment data-

Focus areas from English and Maths headline documents

- Year 1: Maths-PP pupils within Number (no PP pupils achieved higher levels at the end of the academic year in comparison to the start of the year.)
- Year 2: English-PP pupils progress in reading was the poorest, with a difference of -33%
- Year 3: English-The gap between PP and Non PP pupils was -54%, although there is also a 50% crossover with SEN children.
- Year 4: Maths-Gap between PP and Non PP, working at Year 3 and above, has increased.