

Gratitude

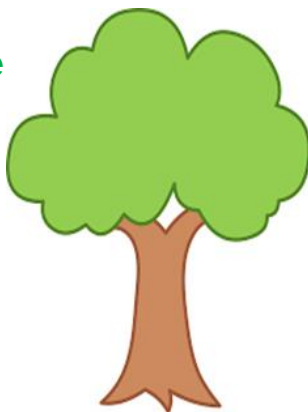
Resilience

Empathy

Attitude

Team

Steeping



Great Steeping Primary School

Pupil Premium Strategy

2020-21

Summary information

Total PP budget: £23,465 for financial year 2020-21 (FSM: £22,845 SCP: £620 PLAC: £0)

Total projected spend: £28,096 projected carry forward in PP budget c. £7500

Number of pupils eligible: April 2020 – 21 pupils (21.2% of total pupils)

Governor review: May 2020

Date for next review: May 2021

Desired Outcomes- and how they will be measured

A	To ensure that all children eligible for pupil premium make at least expected progress from their starting points, and that progress is at least closing the gap with other children.	100% of children eligible for PP make at least expected progress from their starting points and meet end of year targets.
B	To ensure children have good attendance, 90% + To encourage timely arrival of pupil premium children in school.	Attendance data for PP children
C	Our children are supported when they are vulnerable to ensure they feel safe at school and at home. This will ensure the children have the capacity to focus on their learning.	Reduction in anxiety of PP children, reduction in lateness and absence All PP have access or opportunity to extra-curricular provision throughout the year
D	To promote healthy lifestyle including physical activity. To help provide a nutritious balanced diet for pupil premium children.	Improved attendance and participation in sporting activity including extra-curricular teams and sports.
E	To provide a holistic education, to support understanding, and to inspire and develop talents.	PP children have access to high-quality extra-curricular sessions.

End of KS2 SATS 2019 (6 children, 50% SEND)	Reading	Writing	Maths	Read, Writing, Maths combined
% of PP children achieving expected standard	50%	33%	67%	33% (National disadvantaged 51% National FSM 47% National SEND 22%)
% of PP children achieving greater depth	0%	0%	17%	0%
End of KS1 SATS 2019 (Teacher assessment) (4 children, 25% SEND)	Reading	Writing	Maths	Read, Writing, Maths combined
% of PP children achieving expected standard	75% (National disadvantaged 62% National SEND 30%)	75% (National disadvantaged 55% National SEND 22%)	75% (National disadvantaged 62% National SEND 33%)	75%
% of PP children achieving greater depth	25%	0%	0%	0%
Y1 Phonics check No PP children in Y1	n/a	n/a	n/a	n/a
Foundation Stage No PP children in R	n/a	n/a	n/a	n/a

Current Attainment and Progress July 2019 Teacher assessment	Pupils eligible for PP (23 pupils 35% SEND)	Closing the gap % exceeding school progress measure
% achieving expected level in reading	69.6%	n/a
% achieving expected level in writing	56.5%	n/a
% achieving expected level in maths	60.9%	n/a
% making expected progress in reading	69.6%	52.2%
% making expected progress in writing	65.2%	26.1%
% making expected progress in maths	73.9%	43.5%

Strategy aims for disadvantaged pupils

A. To ensure that all children eligible for pupil premium make at least expected progress from their starting points, and that progress is at least closing the gap with other children.

Barrier to overcome	Poor language and communication skills, including inference and deduction in reading comprehension Poor ability to solve mathematical problems and explain their reasoning
Chosen actions/approaches	To deliver specific and targeted programmes to increase the rate of progress for the children who are below age expectations in reading, writing and/or maths using quality first teaching using Learning Mentor and Pupil Premium teachers. Focused booster group work and individual 1:1 work January – May in 1:1 or small groups. Provision of laptop for Pupil Premium teacher. To support children eligible for pupil premium in reading writing and maths through provision of resources including phonics and reading materials, maths games and stationary to use in school and at home. (Including Book Trust Letterbox scheme).
What is the evidence and rationale for these choices?	EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress. EEF toolkit sows that phonics strategies can have up to +4 months of additional progress. Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/screening in the early years, we aim to prevent the gap from widening. Both early years intervention and oral language interventions can add up to an additional +5 months of progress.
How will you ensure it is implemented well?	Monitor regular assessment and intervention programmes in place. Weekly, termly updates between teachers and Pupil Premium teachers / TAs. Assessments by class teachers for the specific programme
Responsibility	HTs, Pupil Premium teachers Standards Governor Class Teachers / TAs
Review	Performance management meetings. 3x whole school assessments 3x key stage moderation meetings
Projected spending	£13,885

Strategy aims for disadvantaged pupils

B. To ensure children have good attendance, (at least 90%) and to encourage timely arrival of pupil premium children in school.

Barriers to overcome	Lower attendance and persistence absence of disadvantaged children
Chosen action/approach	Regularly monitoring attendance, reporting to GB, meeting with parents to develop solutions. Breakfast club, after school club, letters to GPs to explain impact of illness on attendance. Emotional support from Learning Mentor for vulnerable pupils in response to circumstances eg. bereavement, illness,
What is the evidence and rationale for these choices?	Children need to attend school regularly 90%+ to ensure good learning and progress occurs. NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.
How will you ensure it is implemented well?	Weekly monitoring of attendance registers Regular monitoring of late arrivals book Check invoices from wrap around care
Responsibility	HTs The Governing Body Class Teachers Great Kids Club
Review	Attendance reported at Governing Body meetings (3 times annually)
Projected spending	£3,585

Strategy aims for disadvantaged pupils

C. To ensure that our children are supported when they are vulnerable so that they feel safe and nurtured at school and at home. This will ensure the children have the capacity to focus on their learning.

Barriers to overcome	Low self-esteem, poor emotional well-being, anxiety and attachment issues Poor learning skills (organisation, resilience)
Chosen action/approach	Learning mentor employed in school who provides nurture time, 1-1 support, anger management, self-confidence and small group social skill work in order to help children manage and understand their feelings Healthy Minds workshops. PSHE resources – social skills and transition games Counselling service bought in for individual children Additional hours from Educational Psychologist to support PP children and teachers of PP children Additional hours for SEN Specialist Teacher for specific support of PP pupils Intervention placement (dual registration) School uniform provided to new PP pupils : 1 sweatshirt and 1 polo shirt each
What is the evidence and rationale for these choices?	Children and families who are in crisis need support at these times to ensure they are receiving support to enable the children to reach their potential in all areas. EEF toolkit highlights that offering social and emotional support for learning can boost progress by an additional +4 months. Learning mentor - “Nonetheless, the evidence suggests that, in some contexts, there are clear benefits associated with schools formally adopting this kind of a multi-agency model. For example, having nurses, social workers and/or psychologists working on the school site, although not without its difficulties, can generate significant efficiencies that ultimately contribute positively to pupils’ educational achievement. For example, we have seen some examples of the presence of such professionals on site ensuring that pupils’ wider social needs are dealt with in and holistic and timely manner.” Independent Study into School Leadership, Pricewaterhouse Coopers 2007
How will you ensure it is implemented well?	Ongoing referrals from staff, parents and regular feedback on the children’s progress. Pupil voice – Check that children enjoy the time with Counsellor/ Healthy Minds / Educational Psychologist / SEN Specialist Teacher (pupil voice) and find the support and strategies helpful. Pupils and staff are utilising strategies to support themselves and pupils.
Responsibility	HTs Learning Mentor Standards Gov Counsellor/ Healthy Minds / Educational Psychologist / SEN Specialist Teacher

	Parents
Review	Annually at budget meetings Individual review for each child
Projected spending	£5385

Strategy aims for disadvantaged pupils

D. To promote healthy lifestyle including physical activity. To help provide a nutritious balanced diet for pupil premium children.

Barriers to overcome	Reduced activity levels Poor diet
Chosen action/approach	Funded school milk for pupil premium children Regular school swimming sessions funded for pupil premium children Transportation to sporting events Learning Mentor working on social skills at lunchtime and supporting physical activity in PE and playtimes
What is the evidence and rationale for these choices?	People living in the lowest HLE areas have lower educational attainment than people living in the highest HLE areas. Healthy Life Expectancy June 2017
How will you ensure it is implemented well?	Whole school sports assessment tracker used to monitor attainment and progress of PP children in PE.
Responsibility	HTs CTs JB Sports
Review	Sports Funding report on website and reports made to Governing body. Sports tracker.
Projected spending	£5075

Strategy aims for disadvantaged pupils

E. To provide a holistic education, to support understanding, and to inspire and develop talents

Barriers to overcome	Lack of opportunity/resources and life experiences Low aspiration
Chosen action/approach	High quality extra-curricular activity days, school trips and theatre productions can be used to consolidate understanding and inspire creativity.
What is the evidence and rationale for these choices?	"The school's curriculum provides highly positive, memorable experiences and rich opportunities for high-quality learning, has a very positive impact on all pupils' behaviour and safety and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development." Ofsted The Evaluation Schedule for Maintained Schools and Academies 2012
How will you ensure it is implemented well?	Use of reputable companies and locations. All appropriate risk assessments in place. Feedback from other professionals and the children. Work scrutiny.
Responsibility	HT's CT's Providers
Review	Annually at budget meetings
Projected spending	£166

Additional spending	Cost
Apprenticeship Levy. Spilt between Pupil Premium and main budget spending as advised by L.C.C.	£60