

## Seend Pupil Premium Statement 2019-2021

### 1. Summary Information

School:	Seend Church of England Primary School				
Academic Year:	2020-2021	Total PP Budget	£	Date of most recent PP review	N/A
Total number of pupils:	114	Number of pupils eligible	11 (9.6%)	Date of next internal review	

### 2. Previous year's academic attainment (to March 2020)

Results across the school	PPG Pupils at Seend	Non – PPG pupils at Seend
% on track for making at least expected standard in reading	85%	84%
% on track for making at least expected standard in writing	54%	64%
% on track for making at least expected standard in maths	62%	76%
% achieving expected or above in reading, writing and maths	54%	63%

### 3. Review of Expenditure 2019-2020

i Quality of teaching for all

Desired Outcome	Chosen action approach	Cost	Estimated Impact	Lessons learnt / actual impact
A. Gaps are narrowed	Focussed feedback	£8,000	For the % of PP children achieving age related expectations to increase	% achieving expected standard in reading increased from 67% to 85%, in writing from 50% to 54%, in maths from 58% to 62% and ill three areas combined from 50% to 54%.
	Daily TA meetings – highlighting support and interventions to be used.			
	Continued focus on metacognition – learning powers and growth mindset instruction.			

	Mastery Learning			
	Reading comprehension strategies – whole class guided reading.			

ii Targeted support

Desired Outcome	Chosen action approach	Cost	Estimated Impact	Lessons learnt / actual impact															
A. Gaps are narrowed	<p>Focussed support for SEN PP children</p> <p>Evaluation and tracking of reading / maths and spelling ages for those not reaching ARE</p> <p>Intervention resources used e.g. Toe by Toe, Power of 2</p> <p>Pupil Progress Meetings used to discuss strategies to accelerate progress and how this can be maintained</p>	£2,060	To enable vulnerable children to make at least the same amount of progress as their peers and fulfil their academic potential based on their relative starting points	<p>Months of progress made – from Sept to Feb</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>SEND</th> </tr> </thead> <tbody> <tr> <td>Reading decoding</td> <td>+5</td> <td>+5</td> </tr> <tr> <td>Comprehension</td> <td>0</td> <td>+4</td> </tr> <tr> <td>Spelling</td> <td>+7</td> <td>+8</td> </tr> <tr> <td>Maths</td> <td>+8</td> <td>+8</td> </tr> </tbody> </table> <p>PP children:            90% working on track or above in reading            60% on track or above in writing            70% on track or above in maths</p>		PP	SEND	Reading decoding	+5	+5	Comprehension	0	+4	Spelling	+7	+8	Maths	+8	+8
	PP	SEND																	
Reading decoding	+5	+5																	
Comprehension	0	+4																	
Spelling	+7	+8																	
Maths	+8	+8																	

B. Pupils are increasingly able to manage their emotional behaviours	Employment of HLTA with youth mental health and counselling experience ELSA training. Resources to support ELSA work	£4,500	Learning is maximised due to increased emotional resilience.	All children identified as needing support were offered individual or group sessions according to their need. All children in receipt of school support, continued to receive regular contact with the ELSA and face to face sessions were also offered once school re-opened. Parents also received extra calls giving support. Reading books were regularly changed if required.
C. Little access to enrichment activities	Support offered to pay for enrichment / extra-curricular activities.	£500	No pupil to miss out on enrichment activities due to low income	All children in year 3/4 attended the residential which was supported by this fund. Support offered for recorder tuition

iii Other approaches

Desired Outcome	Chosen action approach	Cost	Estimated Impact	Lessons learnt / actual impact
Pupils attend school regularly.	Low attendance to be addressed through regular monitoring and meetings with parents.		Attendance of PP children will improve	Using comparative data from Sept 1 <sup>st</sup> to Feb 28 <sup>th</sup> for last year and this year, the difference if attendance between PP children and non PP children decreased from 4.1 to 3.66%

**4. Barriers to future attainment (for pupils eligible for PP 2020-2021)**

**In-School Barriers**

A.	Low starting points / gaps in knowledge and understanding / poor levels of oracy
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B	Social / Emotional / Behavioural issues				
C.	Further gaps in learning due to school closure and home learning				
<b>External Barriers</b>					
D	Little access to enrichment activities				
E	Attendance				
<b>5. Desired Outcomes (for pupils eligible for PP 2020-2021)</b>			<b>Success Criteria</b>		
A	Gaps are narrowed		A higher percentage of the children achieve end of year expectations than the end of the previous year.		
B	Pupils are increasingly able to manage their emotional behaviours		Children can focus on their learning more without being distracted by poor behaviour choices.		
C	To provide a Curriculum in order to address gaps and aid a return to school		Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil Pupils through pupil voice feel safe, secure and supported Transition clearly identifies areas not yet taught due to school closure Planning is adapted to quickly assess and then fill gaps		
D	Children experience a range of enrichment activities not provided by home.		No PPG child will miss a residential / trip through not being able to pay.		
E	Pupils attend school regularly.		Attendance for PPG children improves from last year (93%) and the gap between PPG and non-PPG (97%) is narrowed.		
<b>6. Planned Expenditure</b>					
Academic year:		2020-2021			
i Quality of teaching for all					
<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>

A. Gaps are narrowed	Focussed feedback	EEF toolkit states high impact low cost (+8 mnths) for feedback	Renewed training on best practice of feedback and marking linked to Teaching and Learning policy– sharing good examples. Book scrutinies and observations to monitor its use.	CH	Termly within timetabled observations and scrutinies.
	Regular TA meetings – highlighting support and interventions to be used. £8,000	<a href="#">Ofsted The Pupil Premium</a> reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	Meeting agenda. Look at planning to see use of TA support to meet needs of identified pupils. During staff meetings / TA meetings, discuss how meetings are going and if anything can be done to improve effectiveness. SENCO as part of TA reviews to monitor focussed support.	CH/GB	Termly
	Continued focus on metacognition – learning powers and growth mindset instruction link to recovery curriculum and behaviour policy post COVID19	EEF toolkit states high impact low cost (+8 mnths) for metacognition	Observations and pupil discussion to monitor their growing understanding of the approaches.	CH/HC	Termly within timetabled observations and scrutinies and pupil interviews.
	Mastery Learning	EEF states moderate impact for very little cost (+5 mnths).	Observations and drop ins, book scrutinies and discussions with children and staff.	AM	Termly
	Reading comprehension strategies – whole class guided reading.	EEF states moderate impact for very little cost (+6 mnths).	New planning format for guided reading to be shared and discussed. With staff. Observations will monitor use and effectiveness.	HC	Termly
C To provide a Curriculum in order to address gaps and aid a return to school	Recovery Curriculum training for all staff. Transition pupil progress meetings to highlight	Lost learning and not taught content for every year group since 20.3.2020.	Attendance at transition meetings. Support staff with planning for term 1 and allocate staff meetings for this Baseline questionnaire for children	CH/GB	Termly

	content not taught for maths and english	Home learning focus on reinforcing of skills but decrease in engagement as lockdown continued into term 5 and 6	SENCo monitoring of children requiring focused and deep intervention		
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. Gaps are narrowed	Focussed support for SEN PP children (£1400)	Support to access class learning in the morning and targeted interventions in the afternoon will help to address gaps in skills and knowledge.	SENCO – TA appraisal and observations. Pupil progress meetings.	GB	Termly
	Intervention resources used £660 e.g. Toe by Toe, Power of 2	Focus on key skills to help plug gaps in understanding and application.	Intervention timetable and effectiveness of support will be monitored to ensure progress is being made.	GB	Termly
B. Pupils are increasingly able to manage their emotional behaviours	Employment of HLTA with youth mental health and counselling experience ELSA training. (£4,000) Resources to support ELSA work (£500) Recovery training for all (£300)	EEF states Social and Emotional Learning has moderate impact for moderate coast (+4 months).	Records produced by HLTA demonstrate type of support offered. Support to be closely directed by issues identified by class teacher or concerns raised by parents. Discuss with teachers any improvements noted.	CN/GB	Termly

C. No pupil to miss out on enrichment activities due to low income.	Support offered to pay for enrichment / extra-curricular activities. £1,500	Enabling children to access high quality enrichment activities that they might otherwise not have access to will support their learning through experiential learning and vocabulary development.	No child will be prevented from attending activities as a result of hardship.	CH	Termly
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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?
Pupils attend school regularly.	Low attendance to be addressed through regular monitoring and meetings with parents.	Regular attendance at school is paramount in raising attainment and progress.	Attendance to be monitored weekly and a record of support kept.	CH	Termly

Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Gap planning support and impact	Data point 1 analysis	Review of extra-curricular provision	Data point 2 analysis	SENco provision maps	Final review of impact spends
Baseline mental health questionnaire analysis	SENco provision maps for children with SEMH needing focussed recovery	SENco provision maps	SENco provision maps	Review of spends impact	Needs analysis for 2021-22
EY baseline		TA meeting actions	EHCP application?	TA meeting actions	TA CPD for 21-22
Provision plan review for children with PPG/EHCP	TA meeting actions	PMR review and success	TA meeting actions	Attendance data analysis	PMR review and final impact
TA meeting actions	Parent voice at parents eve	Attendance data analysis	Parent voice at parents eve		SENco impact analysis
PMR to focus on gaps	Attendance data analysis		Attendance data analysis		Attendance data analysis
Attendance data analysis					