

Sheepscombe School pupil premium strategy and planned spending 2019_20 plus a review of spending 2018_19

1. Summary information					
School	Sheepscombe Primary School				
Academic Year	2019_20	Total PP budget	£5280	Date of most recent PP Review	July 2019
Total number of pupils	66	Number of pupils eligible for PP	3	Date for next internal review of this strategy	March 2020

2. Current attainment 2018_19 Key Stage 2				
	<i>Pupils eligible for PP in Year 6 2018_19 (Sheepscombe)</i>	<i>Pupils eligible for PP (National average)</i>	<i>All pupils (Sheepscombe)</i>	<i>All pupils (National)</i>
% achieving in reading, writing and maths	(0 pupils)	Data not available	83% (2019)	65% (2019)
% making progress in reading	(0 pupils)	Data not available	5.5 (2018 figures, 2019 pending)	0
% making progress in writing	(0 pupils)	Data not available	0.9 (2018 figures, 2019 pending)	0
% making progress in maths	(0 pupils)	Data not available	-2.3 (2018 figures, 2019 pending)	0

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low confidence in Mathematics which has impacted on the rate of progress	
B.	Emotional well being	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Financial hardship	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To target the progress of disadvantaged children to ensure that they make accelerated progress in mathematics, and that gaps close, preparing them for the next stage in their educational journey.	In house and external tracking data shows a closing of the existing gap between disadvantaged pupils and non disadvantaged pupils in mathematics as shown by standardised scores and insight tracking
B.	To provide disadvantaged children with emotional support so that they are emotionally ready to learn in school and are less affected by issues that	Pupil surveys will show an increased level of enjoyment / wellbeing at school. Leuven scale for engagement in learning measures show enhanced levels for

	they face both inside and outside of the school environment	pupils over time. Pupils are able to ask for help when they need it and support is provided. Pupils will engage with the opportunities on offer.
C.	Ensure that the expense of school clubs (including breakfast club), regular trips and residential trips and extra curricular opportunities such as music or swimming lessons does not exclude disadvantaged children from taking part. Provide access to holiday clubs to support families during the holidays.	No disadvantaged pupil is excluded from, or at risk of being excluded from a school trip, residential or school club (including breakfast club) due to cost. Pupils have access to some extra curricular clubs in the same way as their non disadvantaged peers. Pupils are able to access high quality holiday club provision that will support them in the school holidays

5. Planned expenditure					
Academic year		2019_20			
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 ?
Through targeted professional development staff will be able to accurately address the needs of disadvantaged pupils enabling them to close the gap between themselves and their peers.	Targeted professional development for staff that ensures they are able to provide the highest quality of provision.	On-going targeted staff professional development is essential to provide high quality support and pedagogy not only for all pupils but especially for those, such as disadvantaged pupils, who may face additional barriers to their learning. <i>Rationale - EEF says: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i>	Continuous monitoring of teaching and learning, annual appraisals and professional dialogue with staff are coupled with accurate assessment of pupil need in order to form a clear indication of the professional development needs of each member of staff. Staff will take up professional development opportunities that will be carefully matched to their needs.	VB LW/ES	Termly reviews with dedicated Pupil Premium Governor Formally reviewed at TLC and FRC Governor meetings
Disadvantaged pupils will benefit from both adult support and	High quality resources, feedback and adult support	High quality resources such as the use of manipulatives in maths, effective feedback and 1:1 time with a teacher have been shown by research to increase pupil	Subject leaders audit school resources for their subject on an annual basis.	VB GG	Termly reviews of progress Pupil

resources that target their individual needs thus enabling them to make greater progress.	provided to support intervention groups and teaching and learning Increase the level of support staff within the classroom now that number have increased in the school to improve the adult:child ratio in a class with 3 year groups	understanding of a concept and to help underpin learning. They allow staff to support and guide pupils, especially those who may have low self confidence <i>Rationale EEF – research shows positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. A recent meta-analysis of studies suggests that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development</i> Smaller group sizes will enable a greater focus of support and teachers will be able to tackle misconceptions at an earlier point. Experienced Teaching assistants will work closely with the class teachers to facilitate the progress of all learners but in particular those who are from a disadvantaged background. <i>Rationale: EEF says: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i>	SENDCo and HT plan interventions using the recommendations set out by the EEF. The findings from this form part of the MOP action plan for the combined SEND and Disadvantaged Pupils. Pupil data and monitoring are used to track progress and monitor the effectiveness of adult support and the use of relevant resources Teaching staff communicate effectively with the teaching assistants that support them, providing a joined up, focused and collaborative approach to both learning and assessment		conferencing Termly
Total budgeted cost					£3000
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 ?

<p>Disadvantaged pupils will close the gap between their peers in school and other pupils nationally who come from similar starting points.</p>	<p>High quality targeted intervention delivered by teaching assistants or teachers throughout school.</p>	<p>Pupils from disadvantaged backgrounds can often struggle with basic core skills which lead to gaps emerging between them and their peers. If these gaps are not addressed in primary school then they can persist into secondary school and potentially affect future life chances.</p> <p><i>Rationale: Education Endowment Foundation: Intensive tuition in small groups if often provided, support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</i></p>	<p>The impact of interventions is monitored six times per year as part of the SLT monitoring process. Pupils are also discussed at regular pupil progress meetings to ensure their needs are met and that interventions are having the desired effect</p> <p>Evidence is gathered from observations, book looks and data to ensure that any gap between disadvantaged pupils and their peers is closing.</p>	<p>VB GG</p>	<p>Summative assessment -end of the Autumn, Spring and Summer terms Interim assessment and discussion with teaching staff with SENDCo and HT at the end of Terms 1,3 and 5</p>
<p>Specific disadvantaged pupils will be able to have their emotional needs met.</p>	<p>Staff to be trained in emotional well being and in the delivery of specific approaches in small groups such as Emotional Literacy PSCH sessions will be chosen carefully to target the areas that Disadvantaged children will benefit from the most</p>	<p>Children who are feeling stable in themselves and who are able to articulate how they are feeling are better able to learn and to access the curriculum</p> <p><i>Rationale : EEF shows collaborative (or cooperative) learning has a consistently positive impact . This approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task</i></p> <p><i>Rationale: EEF states that : Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements in attainment appear more likely when approaches are embedded into routine educational practices and supported by professional development</i></p>	<p>PSCH leader to monitor implantation to the new PSCH timetabled sessions</p> <p>Pupil conferencing</p> <p>Provision of a support group where pupils can talk about their feelings</p> <p>VB to plan staff CPD so that staff are trained in suitable programmes according to the existing needs of children</p>	<p>VB TL GG</p>	<p>Review March 2020</p>

		<i>and training for staff. Case study research has also shown that providing in-school mental health provision has the potential for a positive effect on outcomes for pupil premium pupils. Maslow's hierarchy of need shows what needs to be in place to allow children to thrive</i>			
Total budgeted cost					£1280
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 ?
No pupil is denied access to a school trip because they come from a disadvantaged background. Pupils will have support provided during the school holidays	SBM to make contact with the parents / carers of pupils who are in receipt extra funding to make them aware of the financial support Children will have access to Atlas Sports Camps during the school holidays	Parents of pupils who come from disadvantaged backgrounds can sometimes not afford the cost of clubs and trips, particularly the residential trip thus causing stress and worry <i>Rationale for access to enriched curriculum and put of school activities: Pupil premium children should have the same access to activities as all other children, without prejudice and should not suffer disadvantage on the basis of cost. Attendance at such events and activities broadens the range of experiences for children and enables learning to take place either within or outside of the classroom. 'Young people get one opportunity to learn in school and we owe it to them make sure they all get an education that is broad, rich and deep' (Amanda Spielman, Chief Inspector, Ofsted 2018)</i>	SBM to identify families in conjunction with Head Teacher. SBM to manage the booking and payment process for families	VB CP	The uptake of the will be monitored termly with a review undertaken annually in March 2020
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year 2018_19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Diminish the difference between PP children and their peers in reading, writing and mathematics - PP children are making at least expected progress in reading and writing and accelerated progress in mathematics that they are in line with ARE	Smaller class sizes (move to 3 classes in 2018_19) enable targeted smaller group work with PP children alongside Teacher /TA based on regular assessment to drive learning and close gaps/drive for greater depth. Additional teaching capacity for 2018_19 also provided by HT and an Experienced Subject leader	100% disadvantaged children have made at least age related expectations in reading compared with 79% for non disadvantaged children 100% have made at least age related expectations in writing compared with 74% school wide.. 33% children have made age related expectations in mathematics compared to 76% school wide. Progress scores and assessment data shows good progress in mathematics for all children although 67% children did not reach the age related standard – this will become a focus next year.	Progress and attainment in mathematics will become a key focus for next academic year, as although children made good progress it was not accelerated enough for them to confidently reach age related levels. These children will receive additional support for mathematics next academic year	£5000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved, self-esteem and attitude to learning and willingness to join in	Prince William Award to develop positive attitudes, resilience self-esteem and teamwork. Access to a wider range of competitive sporting opportunities during school time to which PP children will attend	Feedback from PWA instructor showed that 100% PP children were fully engaged in sessions. PP Children had opportunities to be team leaders and also had been 'star of the week'. All children participated in at least one (often more) competitive sporting events over the year and showed a willingness to join in and to put themselves forward for events.	Children will continue to have access to high quality sports tuition and will be encouraged to represent the school in competitions. Children will be given leadership roles and other positions of responsibility in the school in the next academic year to build their self-esteem further. We will widen this approach to enable pupils to perform confidently in front of an audience, such as in performance poetry or debating.	£0 – came from Sport budget this year
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils to receive an enriched curriculum.	Clubs and trips paid for. Out of school swimming paid for. Music lessons paid for Holiday clubs paid for.	Pupils were able to participate in all activities, feedback from children, club leaders and school based instructors was positive. Children achieved awards and certificates through their designated programmes that they followed outside of school.	Families to discuss with HT and SBM whether out of school swimming is still needed in 2018_19 as some children are now competent swimmers. Discuss with families other clubs and activities that they might want to try. Continue to apply for charity based funding that may also help to further subsidise such activities.	£1218