

Sheepscombe School pupil premium strategy and planned spending 2020_21 plus a review of spending 2019_20

| 1. Summary information | | | | | |
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| School | Sheepscombe Primary School | | | | |
| Academic Year | 2019_20 – review 2020_21 – planned spend | Total PP budget 2019_20 | £5280 | Date of most recent PP Review | July 2020 |
| | | Total PP budget 2020_21 | £3465 (£2690+£775 b/f) | | |
| Total number of pupils | 70 | Number of pupils eligible for PP | 1 | Date for next internal review of this strategy | March 2021 |

| 2. Current attainment 2019_20 Key Stage 2 | | | | |
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| Data for 2020 school based assessment only, not validated, (<i>in italics</i>) due to cancelation of tests as a result of Covid-19 | <i>Pupils eligible for PP in Year 6 2019_20 (Sheepscombe)</i> | <i>Pupils eligible for PP (National average)</i> | <i>All pupils (Sheepscombe) data from 2020</i> | <i>All pupils (National)</i> |
| % achieving expected standard in reading, writing and mathematics | 100% | 51% (2019) Latest available validated data | 89% | 65% (2019) Latest available validated data |
| % achieving higher standard in reading, writing and mathematics | 0% | 5% (2019) Latest available validated data | 50% | 11% (2019) Latest available validated data |
| Progress in reading | <i>Not calculated nationally in 2020 due to Covid-19</i> | | | |
| Progress in writing | | | | |
| Progress in maths | | | | |

| 3. Barriers to future attainment (for pupils eligible for PP) –2020_21 | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Access to technology at home and expertise of use of technology in school |
| B. | Engagement with writing creatively and at length |

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| C. | Reasoning in Mathematics | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Financial hardship, including access to specialist family services | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | Pupils will have access to technology at home and in school | Pupils will be competent and confident to use a range of technology to support learning both at home and in school |
| B. | Pupils will be able to write at length independently and imaginatively | Pupils will have a positive approach to writing. Pupils will be able to articulate their ideas for writing and will use their imagination to create high quality outcomes in a timely way |
| C. | Pupils will be able to reason effectively in mathematics | Pupils can explain their thinking verbally or show their thinking around mathematics in creative ways or in writing |
| D. | Pupils will be able to engage in the full range of extra-curricular opportunities on offer in the same way as their peers, families will understand the needs of their children | Pupils will be supported financially, for example: to take up peripatetic music lessons, attend school trips, take part in sporting endeavours and the school residential. Families will receive any external support required |

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| 5. Planned expenditure | | | | | |
| Academic year | 2020_21 | | | | |
| 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 | Teachers develop skills via Staff CPD exploring and promoting creative writing techniques and skills | 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</i> | Staff training via Stroud Association of Schools English lead to explore creative writing techniques and feedback to staff (eg Pobble 365, short story | English Lead (JR) HT English Governor (DT) | March 2021 |

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| disadvantaged pupils enabling them to close the gap between themselves and their peers. | underpinned by systematic, sequential teaching Staff support pupils to embed mathematical skills within fluency, problem solving and reasoning explored in sequence | <i>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> | teaching, co-production techniques) Staff to trial pupil feedback via monitoring of confidence levels in class work | | |
| | | | HT and SENDCo monitoring Staff meeting feedback Purchase of practical resources to support mathematical progress | HT Class teachers Mathematics Governor (CT) | March 2021 |
| Pupils have access to technology in line with their peer group so that it can be used to support learning at home and at school | Provision of technology to support teaching and learning at home | <i>EEF rationale: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. (technology) can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.</i> | SBM to discuss with parents and feedback to HT Purchase of equipment or application for loan access of equipment to relevant organisation | HT SBM SENDCO Governor for SEND and Disadvantaged pupils (TLe) | March 2021 |
| Total budgeted cost | | | | | £665 |
| 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 |

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| Disadvantaged pupils will benefit from both additional adult support and resources that target their individual needs thus enabling them to make greater progress. | Additional teacher in class for boosting one morning a week | <p><i>EEF Rationale:</i> <i>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive</i></p> <p>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</p> | School SENDCO and HT to monitor teaching and outcomes and make suggestions for further improvements via supportive feedback | SENDCO (GG) HT SEND/Disadv Governor (TLe) | March 2021 |
| Total budgeted cost | | | | | £1300 |
| 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 extra-curricular activities or the school residential because they come from a disadvantaged background. | SBM to make contact with the parents / carers of pupils who are in receipt extra funding to make them aware of the financial support offered so that the child can participate in the range of extra-curricular opportunities on offer | <p><i>EEF Rationale: Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</i></p> <p><i>EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-</i></p> | SBM to speak to parents and feedback to HT SBM to make known to parents the extra curricular opportunities and to manage the residential booking | SMB (CP) HT Finance Governor (CT) | March 2021 |

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| | | <i>confidence</i> | | | |
| Families are able to understand the needs of pupils and support them effectively | External agency employed to support family well being | <i>EEF: Social Emotional and Learning (SEL) 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. EEF Rationale: The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</i> | Family needs will be identified with the support of the Early Help Co-ordinator, the use of My Profile and My Journey documentation and the graduated pathway | HT Early Help Co-Ordinator for the school (CW) PSHE /Well-being Governor (ES) | March 2021 |
| | | | | Total budgeted cost | £1100 (£550 of this for family support) |

| 6. Review of expenditure | | | | |
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| Previous Academic Year 2019_20 | | Budget £5280 | | |
| 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 |
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| <p>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.</p> | <p>High quality targeted intervention delivered by teaching assistants or teachers throughout school.</p> | <p>On-going targeted staff professional development enabled high quality support and pedagogy to be developed in the first half of the academic year, The school's data saw a rise in outcomes even though this was not able to be reported nationally this year. There was no gap between disadvantaged pupils and their peers.</p> <p>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</p> | <p>Covid-19 restricted some of the CPD opportunities on offer during 2019_20. Training for staff was moved to online virtual platforms and home-based learning. This took time to implement due to the pandemic. If this were to happen in subsequent years the school, local and national programmes of CPD are now all much more geared to being delivered online. This should, in fact, benefit staff in the long run and enable access to a wider audience.</p> | <p>£0</p> <p>(Free training accessed, staff CPD via Stroud Association of Schools already paid for from another area of the budget)</p> |
| <p>Disadvantaged pupils will benefit from both adult support and resources that target their individual needs thus enabling them to make greater progress.</p> | <p>High quality resources, feedback and adult support provided to enhance teaching and learning Increase the level of support staff within the classroom now that number have increased in the school to improve</p> | <p>High quality resources such as the use of manipulatives in maths, effective feedback and 1:1 time with a teacher increased pupil understanding of concepts and to helped to underpin learning. Staff were able to support and guide pupils, especially supporting with self confidence Smaller group sizes enabled a greater focus of support, misconceptions were tackled promptly, outcomes were good</p> | <p>Subject leaders audited the Maths and English and Geography resources but not all of the other subject areas due to Covid-19. A resource audit will need to be completed next academic year. The MOP plan for combined SEND and Disadvantaged Pupils was a key driver for improvement and will continue next year. Having the SENDCo also take responsibility for the tracking of Disadvantaged children proved time efficient and ensured no pupils were left behind. It also ensured there was a continued strive for Greater Depth outcomes</p> | <p>£4100</p> |

| ii. Targeted support | | | | |
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| 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 |
| Disadvantaged pupils will close the gap between their peers in school and other pupils nationally who come from similar starting points. | High quality targeted intervention delivered by teaching assistants or teachers throughout school. | PP children will achieve at least the expected standard in Reading, Writing and Mathematics and aspire to reach greater depth in all three subjects | This was achieved | Included in costs above |
| Specific disadvantaged pupils will be able to have their emotional needs met. | Staff to be trained in emotional well being and in the delivery of specific approaches in small groups such as Emotional Literacy PSCHE sessions will be chosen carefully to target the areas that Disadvantaged children will benefit from the most | Pupil surveys will show an increased level of enjoyment / wellbeing at school. Leuven scale for engagement in learning measures show enhanced levels for 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. | Programmes of CPD were curtailed by Covid-19 and will continue next year, there is a carry forward amount of funding for this | £0 training not taken due to Covid-19, postponed |
| 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 |

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| <p>No pupil is denied access to a school trip because they come from a disadvantaged background.</p> <p>Pupils will have support provided during the school holidays</p> | <p>SBM to make contact with the parents / carers of pupils who are in receipt extra funding to make them aware of the financial support</p> <p>Children will have access to Atlas Sports Camps during the school holidays</p> | <p>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</p> | <p>Pupils attended and accessed everything on offer, some opportunities were not taken due to Covid-19 and there is a small carry forward for this</p> | <p>£407</p> |
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