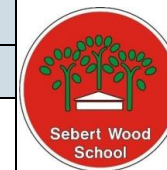


Sebert Wood Primary School - Pupil Premium Strategy Statement – 2020 – 2021 - **REVIEW**



Summary information

Total PP budget £12827.50 each quarter payable across 4 instalments between April 2020-21.		Date of most recent PP Review: Sept 2020 Post Lockdown 3 Review: March 2021
Total number of pupils: 394 plus Nursery	Number of pupils eligible for PPG: 30, plus 13 pupils with service parent	Next Interim Review: May 2021 Date for next full internal review of this strategy July 2021

This Action Plan is linked to the COVID Recovery Plan as we have identified that some of our disadvantaged pupils have been adversely impacted

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

1.	Emotional impact of lockdown, isolation, the return to school and the ongoing Covid situation
2.	Other social, emotional and mental health difficulties –lack of confidence and resilience
3.	Specific learning needs for identified children, including difficulties with cognition and learning/ specific literacy difficulties
4.	In KS2 some of the boys are hard to reach/motivate, especially in writing activities

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>OUTCOMES - July 2021</i>
1.	Pupils are emotionally resilient during the ongoing Covid situation; any mental health concerns from previous lockdown and isolation are addressed, or parents are directed to outside support via our Early Help Offer. Measured via pupils' perceptions. Also see Catch-Up Premium Plan and SDP	Pupils display resilience and secure mental health.	Additional lockdowns and bubble closures has continued to impact some pupils. The ELSA caseload remains high. Staff have been trained in identifying possible issues leading to increased referrals, especially as access to out of school support is very limited.
2.	ELSA team to support increased caseload effectively. (as above)	Pupils display resilience in their learning and increased confidence – applied in school work and relationships in school and beyond	

3.	Ensure whole school understanding of the barriers to learning for each PPG child, which will include involvement and support from outreach services. Pupil passports identify specific SMART targets.	All staff understand individual needs and ways in which to support children effectively, according to individual needs	Pupil Progress Meetings and Intervention Plans show a clear understanding of the barriers faced by some pupils and how to support them. Those pupils on our PPG register were targeted for Catch-Up interventions (see Covid Catch Up Premium Plan) extending further the provision provided by both funds. SMART targeted criteria for interventions and tutors show all children made progress and are closing identified gaps, with many children making better than expected progress in key writing and maths skills.
4.	Key Stage 2 pupils are more motivated to write, with more adventurous word and grammar choices. Increased vocabulary and oral fluency in all year groups.	Writing evidence shows increased stamina, motivation, maturity of grammar and vocabulary. Pupils report better engagement. All pupils make rapid progress in expanding their vocabulary.	Evidence from pupils' writing books and interventions suggests these objectives have been met by the vast majority of pupils recorded on our PPG and vulnerable list, based on their starting point assessments from the beginning of the school year, and from intervention entry and exit assessments. Pupil perceptions of writing are generally positive.

PLANNED ACTIONS for 2020 – 2021**These were altered by Jan – March 2021 Lockdown and the wider Covid impact.**

New priorities included expanded provision for remote learning, including 1:1 zoom interventions and increased remote pastoral and mental health support for those children declining school places.

Academic year	2020 – 2021				
Quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
1. & 2. Pupils well-being is enhanced	Year group focus on PSHE linked to current and evolving situation DSL team review Early Help offer in light of Covid	EEF research and guidance on Covid. Need for provision identified by increased referrals to ELSA team from teachers and parents	“Soft” evidence linked to <ul style="list-style-type: none">• pupil-reported well-being.• increased inclusion and engagement within the classroom.• reduction in fixed term exclusions	SD & ELSA team. Monitored by PD, AB & named governor/s	Informally in ELSA team/SLT discussions. Formally - termly, during ELSA supervisions and team meetings, pupil progress meetings, feedback from pupils, parents and staff.
1. & 2. Pupils exhibit greater independence and resilience	Team of staff for supporting pupils in need. All staff aware of emotional and mental health issues	EEF research identifies meta-cognition development as highly impactful. Social, emotional and well-being issues have been identified both within the school and nationally as a barrier.			
3.& 4. All pupils are suitably supported and tracked. Progress is measured	Gap analysis undertaken Personalised Recovery Plans devised as needed Half termly pupil progress meetings focusing on key pupils	Government Guidance on Catch Up, school-based tuition and interventions have been identified as the most effective use of funding from both Catch Up and Pupil Premium allocations	Monitoring of small step progress against the gap analysis undertaken at the start of each half term	KS leaders (KS1 – JW, KS2 – JT) and ADB	Half termly
4. Barriers to engagement reduced	Monitor approaches to curriculum to ensure meets the needs and interests of cohorts.	Priority of the three I’s of the curriculum: Curriculum and teaching that matches the needs and interests of pupils will increase engagement.	SLT and governors will monitor across the school identified through: <ul style="list-style-type: none">• Learning Walks and lesson observations• Pupil perception discussions• Work scrutiny• Assessment data	Teachers	Continuously through monitoring processes and by outcomes at the end of each term. To be completed in Covid-secure monitoring sessions

Targeted teaching support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
1. & 2. Pupils display resilience in their learning and increased confidence – applied in school work and relationships in school and beyond	Inclusion team/ELSA develop a wider range	Evidence across the school shows increasing concern for pupil well-being, with more pupils presenting with emotional and behavioural issues. The School's ELSA has already provided successful support for the current caseload	Children learn better and are happier in school if emotional needs are also addressed. Programme is an educational psychology led intervention for promoting emotional wellbeing of children and young people	SD & SLT	Weekly team meetings to review needs and provision for individual pupils.
3. & 4. Increase understanding of barriers to learning for each PP child, including involvement and support from outreach services	SENDCo continues to support staff in identifying specific barriers and investigating advice/ support available from other agencies.	Many of our disadvantaged pupils are also on the SEN register or have specific learning needs.	School systems are in place for teachers and the SENDCo to identify specific learning needs.	SD & SLT	Weekly team meetings to review needs and provision for individual pupils as part of year group planning session.
3. & 4. Specific gaps in knowledge and skills are successfully addressed	Teacher assessments Targeted teaching Specific interventions to address gaps	School-based tutoring programme School-based intervention programme	Assessment data, work scrutiny, lesson observations – identify progress of individuals.	ADB, JT	Half termly Pupil Progress Meetings Discussion with class teachers and subject leaders (English and Maths)
Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you know it is implemented well?	Staff lead	When will you review implementation?
1. & 2. Parents can access wider mental health support	Review website and posters that signpost external support Ensure all staff are aware of support routes available to direct parents towards. ELSA team continue outreach support as appropriate Funding for wrap around care enabling parent to spend time with sibling	Well-being and mental health of pupils and families are reported as secure Those in need of specific help are able to access support from external providers	Referrals to Inclusion team show suitable provision. Pupil well-being is reported as secure by class teachers (soft assessments).	SD	Ongoing and half termly more formally via Inclusion / ELSA team
3. & 4. Pupils requiring support from external agencies are able to access provision	Advice from other agencies (CISS, etc.) is facilitated via alternative methods if face-to-face and school visits are not possible. CAFs to be completed if needed.	A proportion of our disadvantaged pupils are identified as needing further provision beyond the school's capacity.	Pupils and their families can receive the required support, as monitored by SENDCo. Staff working with children requiring CISS or other similar support receive the guidance needed	SD	Half termly by SD (SENDCo) and ELSA team
3. & 4. Pupils in isolation can access learning	Staff prepare home learning packages should they be required. Remote Learning Policy in place	Government Guidance EEF Covid Recovery Research	SLT to monitor provision if situation arises. Individual isolation packages monitored by KS leaders and SLT	JT	Ongoing and as need arises.

Planned expenditure to deliver the plan - beyond teacher time, staff meeting time, some internal training, MITA project work.

Subject to review in light of ongoing needs analysis

Category	Support and resources	Estimated % of school budget
Teaching Assistants, HLTAs and Inclusion Support	<ul style="list-style-type: none"> Enhanced ratios of TAs in year groups where targeted support for identified PP pupils and disadvantaged pupils in place HLTA time in mornings for small group and 1:1 interventions – Years 1 & 2, Y3 (post-lockdown return settling period) Employment of lead ELSA and additional Inclusion Support Assistant for class support and additional lunchtime support, including Mental Health lead (HLTA) input. Pastoral support and interventions - % of TA time in mornings in Year 5 % of HLTA hours for Success@Arithmetic in Year 5 (post-lockdown return settling period) % of HLTA time some mornings for pastoral interventions in Years 5 & 6 Teaching Assistant support for Accelerated Reader where required % of additional timetabled planning and feedback time for LA's and Teachers to meet (identified need through the MITA project) Learning Assistant additional hours to support transition of PPG pupils from main school to After School Club (post-Covid restrictions) 	54% Some of the PPG will be added to the figure allocated to the Catch Up Premium to enable greater levels of tuition and intervention for vulnerable pupils
Additional teacher time	<ul style="list-style-type: none"> Additional KS2 teacher and AH to work (post-lockdown return settling period) with identified pupils in small groups to target areas for improvement in a range of subjects, but primarily Maths and English to support PP and disadvantaged pupils. (Additional teacher one day a week in Y4 for targeted interventions (Autumn 1 & 2 and Summer 2) – from Catch Up Fund) (additional teacher in Year 5 – from Catch Up Fund) 	28%
Resources and training	<ul style="list-style-type: none"> Phonics Play Subscription for Year 1 & Year 2 and phonics books for beginner KS2 readers Lego Therapy sessions – KS1 & LKS2 % of Accelerated Reader subscription (Year 4 upwards) and appropriate programme for staff – training, software updates and preparing reading books % of additional reading books for each class Staff training (online) – mental health Update training for ELSA (Emotional Literacy Support Assistant) and 'in house' training and meeting time for the inclusion/ELSA team Additional ELSA time (% of cost – rest from Catch Up Premium) Extended school funding for individuals Dyslexia screening software to personalise learning and external support (Indigo and Acorn) for identified PP and disadvantaged pupils. 	18%

MONITORING

- Systems are in place to monitor the emotional well-being of pupils and the deployment of ELSA support using tracking sheets for certain individuals
- Every teacher tracks Pupil Premium & other vulnerable children in their class and are accountable through PP meetings with a key focus on pupils in receipt of PPG
- ~~Pupil Premium champion reports to the governors on a termly basis and presents externally validated assessment data for all pupils, including scrutiny of those in receipt of PPG not possible due to cancellation of SATs, etc.~~
- Local Authority Standards & Excellence Officers (SEO) meets with the school to account for the progress of PPG & disadvantaged pupils – school governor attends these meetings
- Frequent gap analysis is undertaken to identify the barriers to achieving the expected standard and action plans drawn up for individual pupils and cohorts. Starting point for assessing baseline on return to school post-lockdowns
- Evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention
- All academic interventions and tutoring have entry, mid-point and exit assessment criteria.
- SENDCo supports staff to devise and monitor interventions, especially for those pupils requiring specialised support. They report findings at SLT meetings.
- The programme for monitoring the quality of learning and teaching across the school includes regular scrutiny of provision and outcomes for pupils in receipt of PPG and other vulnerable pupils
- Summary of pastoral support and outcomes fed back to SLT for evaluation
- Attendance of PPG and other vulnerable pupils closely monitored – conversations with parents and/or formal letters

This table details interventions and strategies used by the school to support pupil progress and indicates the overall costs. Specific monetary amounts are not shared in this document as doing so may identify individuals – approximate % of spending are used.