

Pupil premium strategy statement

School overview

Metric	Data
School name	Seagrave Village Primary School
Pupils in school	11
Proportion of disadvantaged pupils	11.7%
Pupil premium allocation this academic year	£13160
Academic year or years covered by statement	2019-20
Publish date	October 2019
Review date	October 2020
Statement authorised by	Kate Litchfield
Pupil premium lead	Kate Litchfield
Governor lead	Diana Mackey

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	7.67
Writing	2.94
Maths	3.90

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	100%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have relevant training and support to deliver bespoke intervention for pupils
Priority 2	Ensure all PP children have access to extra-curricular and curriculum enhancing (music, residential) experiences.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.

	Bespoke intervention to be monitored for effectiveness through entry and exit data.
Projected spending	£2000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve above national average progress scores in KS2 reading	September 2020
Progress in Writing	To achieve above national average progress scores in KS2 reading	September 2020
Progress in Mathematics	To achieve above national average progress scores in KS2 reading	September 2021
Phonics	Achieve above national average expected standard in PSC	September 2020
Other	Achieve national average in the LKS2 Multiplication check	September 2020
	To achieve national average in all KS1 assessments	September 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure all PP children securely achieve age related expectations and beyond in reading, writing and maths
Priority 2	To ensure all PP children make at least expected progress from their relevant starting points
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. PP students at receive additional 'in-class' support to ensure a high impact on progress. 2. Through pupil progress meetings ensure all PP pupils have additional intervention to target gaps, specific concepts (identified from summative and formative assessment) and high challenge intervention to ensure pupils with the cognitive potential reach GD. 3. Ensure staff use evidence based whole-class teaching interventions
Projected spending	£11,160

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all PP children have access to extra-curricular and curriculum enhancing (music, residentials) experiences.
Barriers to learning these priorities address	Allowing time to plan and resource these activities
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff development (Use of STEP and BEP CPD opportunities, lesson study approach within school)	Additional cover provided by cover supervisors
Targeted support	Ensuring enough time to develop and disseminate bespoke intervention packages	Use of cover supervisors Support assistants employed for 30mins each day outside taught time.
Wider strategies	Ensuring time to plan and risk assess wider opportunities	Senior leaders to support process. Additional admin hours to support booking processes

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading, writing and maths	KS2 disadvantage data shows excellent progress in all subjects. This is reflected in whole school data with the majority PP children. PP children that are slow moving are identified and provided with targeted support.
Access to extracurricular and curriculum enhancing activities	Increase in music lessons for pupils. PP children accessing "Rock Steady" and "peripatetic lessons". All PP pupils attended residential and trips
Bespoke intervention for all PP pupils	100% GD Y6 PP pupils 100% GD Y5 PP Pupils LKS2 and KS1 pupils made at least expected progress.

	PP pupils with SEND are making good progress but attainment is below ARE.
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