



Seagrave Village Primary School

Green Lane, Seagrave, Loughborough, Leicestershire, LE12 7LU

Telephone: 01509 812486, E-mail: office@seagrave.bepschools.org



Seagrave Village Primary School Pupil Premium

1. Summary information			
School	Seagrave Village Primary School		
Academic Year	2020 - 2021	Total PP budget	£18140
Total number of pupils	98	Number of pupils eligible for PP	13

2. Current attainment: July 2020		
KS2 exit data Individual data in personalised plan	<i>FSM6 at Seagrave (Expected+)</i>	<i>Non FSM6 National</i>
% achieving expected or above in reading, writing & maths	100%	70%
% expected + in reading	100%	80%
% expected+ in writing	100%	83%
% expected+ in maths	100%	80%



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3. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Action taken	Impact	Lessons learned	Cost
A. Higher rates of rapid progress across the school for PP children	Deepening understanding High challenge activities within all maths and English lessons.	Data taken from Autumn 1 – March 23 rd (lockdown) 89% of PPG had made at least expected progress in all subject areas. Year 6 leavers PPG – 100% GD in all subjects	Effective method within quality first teaching - must continue. Pupils motivated by the challenge. Consistency is needed more the maximum impact.	£4073.60
ii. Targeted support				
Desired outcome	Action taken	Impact	Lessons learned	Cost
A. Higher rates of rapid progress across the school for PP children	Early Reading interventions	89% of PPG made at lease expected progress in reading. Improved staff awareness of benchmarking, intervention strategies.	Further training for staff required to implement across the school. A range of high interest low ability books are needed to ensure high self-esteem and motivation of older struggling readers. This is a crucial area of the school's work and must continue to be supported.	£8147.21



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iii. Other approaches				
<p>B. Development of resilience and increased positive mental health</p> <p>C. More stable family lives</p>	<p>Access to services for families</p>	<p>Parents accessing additional support through early help referrals (MARF) and family learning programmes</p>	<p>This is an area that needs to be continued following the pandemic to ensure continued positive mental health.</p>	<p>£0 within HT role</p>
<p>B. Development of resilience and increased positive mental health</p>	<p>Extra- curricular activities</p>	<p>100% of PPG pupils in UKS2 accessed - Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them.</p> <p>Additional cultural experiences are provided for all children.</p> <p>Supported play and directed play during lunchtimes supported social groups and self-esteem with peers</p>	<p>This is an area that needs to be continued following the pandemic to ensure continued positive mental health.</p>	<p>£1403.84</p>



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4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Low attainment on entry to school	
B.	Fewer language skills and reading development	
C.	Lack of resilience /mental health issues / attachment issues experienced by some PP children	
External barriers		
D.	Low attendance rates for some PP families	
E.	Family challenges and lack of enrichment experiences	
5. Intended outcomes		Success criteria
A.	Higher rates of rapid progress across the school for PP children	Ensure PP children are making same or better rate of progress as non PP children in each class
B.	Improved reading development for PP children	Ensure PP children are making same or better rate of progress as non PP children in each class
C.	Development of resilience and increased mental health	Identified children able to fully access the curriculum and feel happy and safe in school.
D.	More stable family backgrounds	Minimised effect from families needing SLF/ CP support. Children make good or better progress in their learning
E.	High attendance rates for PP children	Reduce persistent absence



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6. 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?
To ensure progress and attainment in maths and reading	Teaching assistants directly supporting PP children within class and through pre-teaching	Initial assessment following CV19 lockdown shows PP children have more gaps and weaker understanding in maths and reading.	Each class teacher plans and monitors the pre-teaching and support. Entry and exit data is provided to the SLT each term.	Each CT	Termly through PPM
Total budgeted cost					£1765



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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?
Children to make good progress against individual statements in maths and English	Teaching assistants used for short (age dependant) intervention/boosting/pre- teaching sessions.	Feedback at the point of learning and individual support offer excellent value for money – EFF toolkit. Pre-teaching raises self-esteem when entering a whole class lesson enabling the child to full access and interactive with quality first teaching	Monitoring and evaluation cycle – learning walks, book trawls. Data analysis – Target Tracker PPM each term followed by targeted intervention planning	KL and all CT	Half termly
Children to successfully access learning in isolation/lockdown due to CV19 pandemic	Teaching assistants and teachers to support PP families directly. School to provide devices and/or paper based work to ensure access	Following the first lockdown in March we found that PP children accessed far less online curriculum than their peers. Ensuring this support is in place will help to prevent the gap widening	Parent questionnaires following bubble closures Bubble online registers Work handed in to each class teacher	KL and all CT	After each isolation/bubble closure
PP children to make rapid progress in reading following CV19 lockdown	Employment of a reading coach for first six weeks of autumn term to carry out 1:1 reading intervention.	Initial assessments showed an increased gap with PP children in reading specifically.	Data analysis – Target tracker Direction and discussion with reading coach from each class teacher	KL/ZR	End of 6 week block
Total budgeted cost					£12425



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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?
To ensure PP pupils have full access to all that the school offers	Music tuition for PP pupils – Rocksteady or peripatetic Subsidised school trips/residential Subsidised extracurricular clubs	High levels of wellbeing and self-esteem can support pupils to meet their potential. Learning and instrument and challenging themselves through outdoor activities has shown increased resilience and improved synapse links.	Expenditure will be monitored throughout the year. Places will be offered to PP pupils – Rocksteady and peripatetic. Good relationships with parents to be able to offer support.	KL/KB	Termly



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<p>To ensure PP children access outdoor and adventurous activity – through Forest school provision</p>	<p>Blocks of forest school sessions to enable PP children to interact respectfully with their environment and take calculated risks in a supportive environment e.g. fire lighting and tool use.</p>	<p>‘Forest Research’ https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ found that children who struggle in the classroom can benefit in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>Learning walks, evaluation from class teachers following a block of sessions.</p> <p>Pupil questionnaire about their experience.</p>	<p>KL/NC</p>	<p>After each block</p>
Total budgeted cost					<p>£4675</p>

7. Additional detail

Additional support through Covid catch up fund has also been provided to PP children in the form of afterschool tuition – led by teachers and teaching assistants

Attendance monitoring at a school level and further support from Trust attendance and welfare team when needed.

Support meetings with HT to access parenting/family support e.g. SLF, SN, MARF