# Seagrave Village Primary School Pupil Premium

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| 1. **Summary information** | | | |
| **School** | Seagrave Village Primary School | | |
| **Academic Year** | 2021 - 2022 | **Total PP budget** | £17140 |
| **Total number of pupils** | 98 | **Number of pupils eligible for PP** | 12 |

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| 1. **Current attainment: July 2020** | | |
| KS2 exit data  Individual data in personalised plan | *FSM6 at Seagrave*  *(Expected+)*  ***3 Pupils 2020-21*** | *Non FSM6 National* |
| **% achieving expected or above in reading, writing & maths** | **67%** | *70%* |
| **% expected + in reading** | **67%** | *80%* |
| **% expected+ in writing** | **67%** | *83%* |
| **% expected+ in maths** | **67%** | *80%* |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2020-21** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Action taken** | **Impact** | **Lessons learned** | **Cost** |
| 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. | 2 out of the three year 6 pupils met or exceeded ARE in RWM. The third child has significant SEND needs.  Progress (taken from TT)   |  |  | | --- | --- | |  | Combined RWM progress | | FS | No PP | | Y1 | 92% made expected or better progress | | Y2 | 100% made expected or better progress | | Y3 | No PP | | Y4 | 100% made expected or better progress | | Y5 | 87% made expected or better progress | | Y6 | 100% made expected or better progress | | Progress of all pupils was very good however some still didn’t meet ARE despite accelerated progress in all subjects.  Progress was slower for all years in writing (this is true of PPG and non PPG and we believe this is the impact of closures and isolation).  Further focus on writing required to ensure more pupils meet ARE. | **Total for Quality of Teaching for all** |

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| 1. **Targeted support** | | | | |
| **Desired outcome** | **Action taken** | **Impact** | **Lessons learned** | **Cost** |
| Children to make good progress against individual statements in maths and English | Teaching assistants used for short (age dependant) intervention/boosting/pre- teaching sessions. | All PP children made good progress in RWM – see data above.  Intervention planning shows small step progress from entry to exit data. | Progress was good from relative starting points. Further intensive support required to close the gap further | **Total for Targeted support**  **£12425** |
| 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 | All PP children were supported to ‘get online’ some were given devices, data and routers. All chn were monitored and contacted for support if they didn’t make the remote learning sessions. Some families preferred daily 1:1 contact and a paper-based approach. | To ensure all the PP children were able to access and parents felt confident to support their child a variety of approaches and adaptation from school staff was required. |  |
| 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. | 82% of PP children made at lease expected progress in reading. | Very effective role for intensive support. |  |

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| 1. **Other approaches** | | | | |
| 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 | The impact of this is not measurable this year due to being unable to have external visitors into school – CV19.  One residential went ahead – Class 2. This was hugely beneficial for the children and supported their personal and social development following lockdown.  Huge uptake in clubs in the summer term – cookery club, scooter club, multi-sports | Parents were concerned about children doing residentials with CV19 so class 3 residential was cancelled due to low uptake despite financial support being offered – ensure good range available 2021-22 | **Total for other approaches**  **£4675** |
| To ensure PP children access outdoor and adventurous activity – through Forest school provision | 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. | All children accessed at least six weeks of Forest School throughout the year.  Report from the Forest School leader – all classes interacted extremely well with each other, were respectful and supportive. Some behaviour issues with particular PP children were not noticeable during Forest School sessions. | Continue with the forest school programme 2021-22 |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** | | | |
|  | | Low attainment on entry to school | |
|  | | 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 | |
| 1. **Intended outcomes** | | | **Success criteria** |
|  | 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 |
|  | Improved writing development for PP children | | Ensure PP children are making same or better rate of progress as non PP children in each class |
|  | Development of resilience and increased mental health | | Identified children able to fully access the curriculum and feel happy and safe in school. |
|  | More stable family backgrounds | | Minimised effect from families needing SLF/ CP support. Children make good or better progress in their learning |
|  | High attendance rates for PP children | | Reduce persistent absence |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2021-22 This will be reviewed in September 2022** | | | | |
| 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 | | | | | | |
| 1. **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 and reteach.  Using Pixl therapies to target knowledge gaps | | Assessment following CV19 (further disruption to face to face time during 2020-21) shows PP children have more gaps and weaker understanding in maths and reading than non-PP children. | Each class teacher plans and monitors the pre-teaching, targeted therapies and in class support. Entry and exit data is provided to the SLT each term.  (Pixl QLA, Arbor statement tracking, books and reading records) | Each CT | Termly through PPM |
| **Total budgeted cost** | | | | | | £5070 |

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| 1. **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 and better progress against individual statements in maths and English. (Arbor BEP statements) | 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 – Pixl QL  PPM each term followed by targeted intervention planning  (Pixl QLA, Arbor statement tracking, books and reading records) | 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 writing inc GPS and reading. | Update to expectations for all pupils in ‘The Seagrave Way’ Increase in opportunities to write at length.  Additional adult – 4 hours a week small group 1:1 work. (covid recovery premium) | Assessments showed an increased gap with PP children in writing specifically.  Effective targeted support through 1:1 and small group teaching planned for and directed by class teacher | Data analysis – Arbor  Direction and discussion with reading coach from each class teacher.  (Pixl QLA, Arbor statement tracking, books and reading records) | KL | Termly through PPM |
| **Total budgeted cost** | | | | | £5070 Plus £1740 (c19 recovery premium) |

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| 1. **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.  Support offered to PP families for extra curricular offers | KL/KB | Termly records of attendance  Trips – £2245  Extra Curricular £775  Music - £2030 |
| To ensure PP children access outdoor and adventurous activity – through Forest school provision | 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. | ‘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:   * **Confidence:**children had the freedom, time and space to learn and demonstrate independence * **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 * **Communication:** language development was prompted by the children’s sensory experiences * **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 * **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills * **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment | Learning walks, evaluation from class teachers following a block of sessions.  Pupil questionnaire about their experience. | KL/NC | After each block  (£1170) |
| **Total budgeted cost** | | | | | £6220 |

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| 1. **Additional detail** |
| 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  2020-21  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 |