



# Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

## Pupil Premium Strategy Statement 2020-2022

This strategy will cover the academic years 2020/2021 and 2021/2022. All funding will be based on October census information.

### School context (updated January 2021)

Number of pupils on roll	102	Proportion of disadvantaged pupils	At October 2020: 26 children (29%)
Academic years covered by this statement	2020/2021 2021/2022	Expected pupil premium funding income	£34,970
Date this strategy was published	Updated: January 2021 Original: November 2020	Date this strategy was reviewed	Review to be completed in January 2023
Pupil Premium Lead	Scott Grason	Governor Pupil Premium Lead	Gemma Kellerman

### Disadvantaged pupil progress and attainment scores in Key Stage Two

% Expected+ in Reading	29% (0% Greater Depth)	Progress score in Reading	-6.7
% Expected+ in Writing	57% (14% Greater Depth)	Progress score in Writing	-0.5
% Expected+ in Mathematics	29% (14% Greater Depth)	Progress score in Mathematics	-4.7
% Expected + in Reading, Writing and Mathematics combined	29% (0% Greater Depth)	This data is based on a cohort of 24, where 7 children were disadvantaged. Due to Covid-19 closures, this data is for 2019, as no data was collected in 2020.	

### Strategy aims for disadvantaged pupils

Priority 1:	To ensure disadvantaged children in Key Stage Two meet benchmark targets from FFT20, based on prior attainment.	£10,300
Priority 2:	To ensure disadvantaged children in Key Stage One meet the expected standard in the Year 1 phonics screening check, or Year 2 retest.	£2000
Priority 3:	To ensure the school's targeted offer of wellbeing support provides improvements to children's social and emotional understanding.	£11,500
Priority 4:	To ensure that on entry baseline judgements for children starting Pre-School at Sleights are rapidly improved upon starting the provision.	£11,000

The school's priorities provide a range of targeted academic support and wider strategies for all children.

**Priority 1:** To ensure disadvantaged children in Key Stage Two meet benchmark targets from FFT20, based on prior attainment.

These figures are based on targets derived from Fischer Family Trust 20 for the Year 6 cohort leaving Key Stage Two in July 2021. There are 16 children in this cohort.

% Expected+ in Reading	77%	% Greater Depth in Reading	36%
% Expected+ in Writing	81%	% Greater Depth in Writing	33%
% Expected+ in Mathematics	47%	% Greater Depth in Mathematics	90%

<b>Identified barriers to achieving this priority</b>	<ul style="list-style-type: none"> <li>School closures impacted upon the volume of time spent working directly with teaching staff.</li> <li>The national curriculum content missed now requires careful implementation to ensure gaps are rapidly addressed.</li> </ul>
---	--

<b>Identified actions which will be taken to achieve this priority.</b>	<ul style="list-style-type: none"> <li>An additional member of support staff has been allocated to the Year 5/6 group this year. This will provide opportunities for <b>small group tuition</b> and, in some cases <b>one to one tuition</b> to close the gap.</li> <li>Additional resources purchased to support continued learning/revision at home.</li> </ul>
---	---

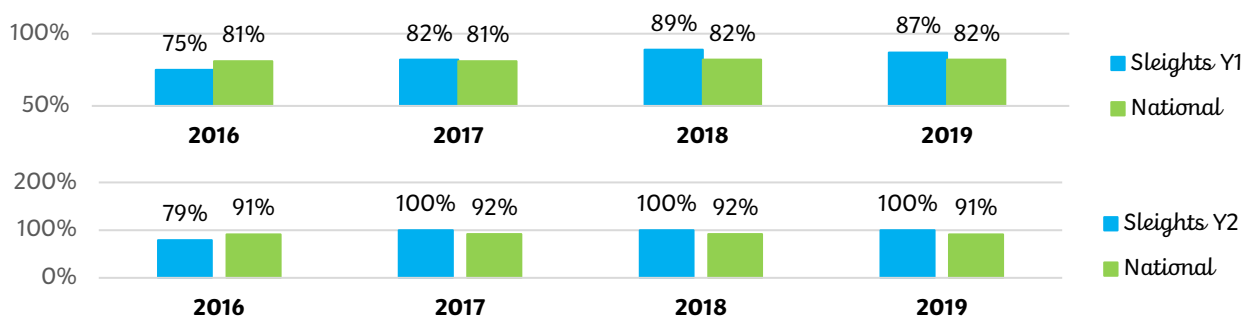
<b>What evidence do we have to say these actions will have impact?</b>	<ul style="list-style-type: none"> <li>The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months.</li> <li>Homework is shown to have a +2 months progress impact. However, we also know from experience that parental engagement to support all children has a strong impact at Sleights. This is reinforced by EEF data of +3</li> </ul>
--	---

Monitoring	
What will interim reviews show?	Evidence from interim reviews
Pupil progress conferences will be held at least <b>termly</b> in order to review the attainment and progress of disadvantaged children.	
Benchmark targets set through pupil progress meetings will be reviewed and met at each conference <b>(termly)</b>	
Intervention and support records are kept and monitored. These show rapid progress. <b>(termly)</b>	
Engagement from home revision books shows families are supported and engaged. Any lack of engagement is challenged. <b>(termly)</b>	

<b>Funding allocated</b>	Additional support in Year 5/6 (including additional teacher and TA support)	£10,000
	Cost of revision books to support learning at home	£300
	<b>Total</b>	<b>£10,300</b>

**Priority 2:** To ensure disadvantaged children in Key Stage One meet the expected standard in the Year 1 phonics screening check or Year 2 retest.

Our school has consistently achieved outcomes in line or above the national averages for the Y1 phonics screening check. The retake Y2 scores are also positive.



<b>Identified barriers to achieving this priority</b>	<ul style="list-style-type: none"> <li>School closures impacted upon the volume of time spent working directly with teaching staff.</li> <li>The national curriculum content missed now requires careful implementation to ensure gaps are rapidly addressed.</li> <li>The Year 2 children have a much shorter time period to ensure that the gap is closed and standards are met in the autumn term screening check.</li> </ul>
<b>Identified actions which will be taken to achieve this priority.</b>	<ul style="list-style-type: none"> <li>Additional phonics sessions will be provided to children requiring support to meet the expected standard. This will provide opportunities for <b>small group tuition</b> and, in some cases <b>one to one tuition</b> to close the gap.</li> <li>Training and support from the English subject leader to all Key Stage 1 staff for phonics provision through CPD bubble work.</li> </ul>
<b>What evidence do we have to say these actions will have impact?</b>	<ul style="list-style-type: none"> <li>The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months.</li> <li>Phonics support is also identified by the EEF as having +4 months progress.</li> </ul>

<b>Monitoring</b>	
What will interim reviews show?	Evidence from interim reviews
Pupil progress conferences will be held at least <b>termly</b> in order to review the attainment and progress of disadvantaged children.	
Intervention and support records are kept and monitored. These show rapid progress. ( <b>termly</b> )	

<b>Funding allocated</b>	Additional support hours	£2000
--------------------------	--------------------------	-------

**Priority 3:** To ensure the school's targeted offer of wellbeing support provides improvements to children's social and emotional understanding.

We know that families face challenges and these can impact significantly upon the full household. The school's approach is to support full families and identify individual ways they can be supported. In a number of cases, this includes engaging the services of external wellbeing professionals. However, the school does also employ its own mental health wellbeing nurse and teaching assistant to ensure that any needs are addressed quickly and provided with comprehensive care plans, focused on achieving long term goals. This is due to the length of time some services are able to work with children being limited and, therefore, the work undertaken with them not fully addressing concerns.

<b>Identified barriers to achieving this priority</b>	<ul style="list-style-type: none"> <li>Children's poor mental health can impact significantly on attainment and progress. A focus on learning alone will not enable children to make the wellbeing progress required.</li> <li>A lack of access to additional required services to support families and children.</li> </ul>
<b>Identified actions which will be taken to achieve this priority.</b>	<ul style="list-style-type: none"> <li>Working with the school's mental health wellbeing nurse, the full school will receive ongoing training and support to refine and implement strategies to support all children.</li> <li>A wellbeing teaching assistant is employed two-three afternoons per week to provide ongoing, light touch support for children across school.</li> <li>A wellbeing mental health nurse is employed on a case load basis to support those children requiring more intense support. This does not replace CAMHS provision.</li> </ul>
<b>What evidence do we have to say these actions will have impact?</b>	<ul style="list-style-type: none"> <li>Families and children who have engaged the services of the school's mental health nurse and wellbeing teaching assistant demonstrate improvements in understanding and articulating their worries.</li> <li>Social and emotional support is identified by EEF as +4 months progress.</li> </ul>

<b>Monitoring</b>	
What will interim reviews show?	Evidence from interim reviews
Caseload review discussions with children, professionals and families will demonstrate an increased understanding and awareness of mental health and wellbeing, leading to improved academic outcomes <b>(termly) or sooner based on need and progress.</b>	

<b>Funding allocated</b>	Use of mental health nurse and wellbeing teaching assistant services	£8000
	Additional resources to support whole school mental health and wellbeing work.	£1500
	Staff release time to attend meetings with families and professionals related to mental health and wellbeing.	£2000
	<b>Total</b>	<b>£11,500</b>

**Priority 4:** To ensure that on entry baseline judgements for children starting Pre-School at Sleights are rapidly improved upon starting the provision.

Analysis of baseline information for children starting at Sleights consistently shows that children start either below or well below expectations. As a result, significant time and attention must be invested to ensure children are able to meet Early Learning Goals and achieve subsequent milestones. To support the school's efforts in addressing needs, in September 2020, two year old provision was opened. The school is also part of a pilot project with the Local Authority – Grow and Learn – focused on developing communication and language provision.

<b>Identified barriers to achieving this priority</b>	
<b>Identified actions which will be taken to achieve this priority.</b>	<ul style="list-style-type: none"> <li>An additional member of staff will be allocated to the Early Years provision (Reception and Pre-School), enabling rapid and bespoke support as needs emerge.</li> <li>The school will engage in the 'Grow and Learn' programme, focused on communication and interaction intervention.</li> </ul>
<b>What evidence do we have to say these actions will have impact?</b>	<ul style="list-style-type: none"> <li>Reducing the cohort size, or providing additional support to children through small or one to one provision is recognised by the EEF as positive impact.</li> </ul>

<b>Monitoring</b>	
<b>What will interim reviews show?</b>	<b>Evidence from interim reviews</b>
Pupil progress conferences will be held at least <b>termly</b> in order to review the attainment and progress of disadvantaged children. The baseline gap will be rapidly closing.	
<b>At least half termly</b> reviews of resource identify that the provision is meeting the needs of all children.	

<b>Funding allocated</b>	Additional staff member allocated to Early Years provision to support the rapid closure of the communication, writing, reading and mathematic gaps identified on entry.	£7000
	Staff release time to engage and complete the Grow and Learn NYCC programme of support.	£1000
	Additional resources required to support two year old provision at Sleights	£2000
	<b>Total</b>	<b>£11,000</b>