



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Pupil Premium Strategy and Review 2019/20

Sicklinghall Community Primary School

1. Summary information

School	Sicklinghall Community Primary School				
Academic Year	19/20	Total PP budget	£2,640	Date of most recent PP Review	
Total number of pupils	69 (PP based on 62)	Number of pupils eligible for PP	2 (3.2%)	Date for next internal review of this strategy	April 2020

2. Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths (or	No Testing – Covid-19	68%
% making at least expected progress in reading	No Testing – Covid-19	75%
% making at least expected progress in writing	No Testing – Covid-19	84%
% making at least expected progress in maths	No Testing – Covid-19	76%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Some pupils eligible for PP all present with additional challenges/context that requires intervention over and above high quality wave 1 provision. (3 of 6 pupils eligible) These pupils are currently making less progress or are working at a level lower than their peers from lower starting points than their peers.
B.	Increasing number of children requiring some form of SEMH intervention to enable them to fully access the curriculum and make good progress. This is due to specific circumstances relating to individuals. (3 of 6 pupils eligible)
C.	Engagement of parents/carers could provide a barrier to future attainment. Investment is needed in 1:1 provision from school to ensure that parents are clear as to how they can effectively and efficiently support their child's schooling.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Multi-agency strategy required to support specific and complex needs.
E.	Support required to ensure that pupils arrive ready for learning.

d. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All pupils eligible will access all elements of the National Curriculum and therefore be able to make accelerated progress in order to catch up with peers.	End of year progress data Assessment will show accelerated progress for eligible pupils.
B.	Needs of all eligible pupils will be closely assessed and specific social, emotional and academic intervention put in place to reduce/remove specific barriers to learning.	Pupil progress data will indicate that all pupils eligible will make progress in line with or exceeding their peers.
C.	Confidence and independence in learning will increase for specific pupils.	Independence will increase and this will enable pupils to make progress in line with peers.

e. Planned expenditure

Academic year

2019/20

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	Review / Evaluation
To increase the engagement and involvement of parents and carers of eligible pupils	Learning Conversations for all eligible families once per half term, to begin in the autumn term.	Pilot project and the resulting progress data. Eligible pupils made an average of 2x progress of those not involved in the project.	Training will take place for all staff in both schools and monitoring will be undertaken by one school leader. Progress data closely scrutinised.	SENCo	<p>Now April 2020 due to Covid Absences.</p> <p>Impact: Learning conversations took part in the Autumn term with parents engaging in the process. Due to Covid-19 subsequent meetings did not take place in person, with staff monitoring via Phone calls and on-line learning.</p> <p>Next Steps: Training for new Staff on how to implement learning conversations in line with current Covid019 restrictions. Utilising use of Teams calls from Spring term 2021 for eligible children, following discussion with HT/AHT/SENCO</p>
Total budgeted cost					£1,500

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	Review / Evaluation
All staff will be able to confidently meet the specific needs of identified pupils.	Specific and targeted CPD for selected staff in school, focusing on specific and identified need.	Specific barriers presented will result in learning not being as effective as it could be. This will lead to poor progress being made by eligible pupils.	Planning liaison with CPD providers. Regular liaison with class teachers. Specific discussion in Pupil Progress Meetings.	ZC- SENCo	<p>Now April 2020 due to Covid Absences.</p> <p>Impact: Pupil progress meetings led to specific targeted support in place for the identified children to support needs. CPD training for all on Attachment and Trauma aware practise as well as emotion coaching strategies delivered by SENCO/and EP November 2019</p> <p>Next Steps: Continue pupil progress meetings between Teachers and SENCo and classroom monitoring to measure and observe impact of training delivered.</p>

<p>Pupils' Social and Emotional Mental Health will improve and this will enable them to access a broader curriculum, make accelerated progress in assessed areas and</p>	<p>Introduction of Thrive across the school, led by Federation Thrive Practitioner</p> <p>1x session per fortnight to work in school and to target input to individuals.</p> <p>£1000 Thrive practitioner to work in school + £2000 supply to cover teachers for preparation</p> <p>Total cost= £3000</p>	<p>Research of programmes available to extend the school's training by Educational Psychologists on attachment disorders relating specifically to our looked after children/ children leaving care.</p>	<p>SENCo to provide regular supervision to Thrive practitioner, focusing on the outcomes for specific targeted individuals.</p>	<p>HT SENCo AHT</p>	<p>Now April 2020 due to Covid Absences.</p> <p>Impact: Covid-19 impacted on the delivery of Thrive. One child has Thrive plan in place and TA has been supported in the delivery of the programme</p> <p>Next Steps: Vulnerability Tracker information to be collected to identify children flagged as potentially needing a Thrive assessment and plan to support specific needs.</p>
<p>Total budgeted cost £1,600</p>					

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	Review / Evaluation
Enable eligible pupils to access trips and visits over and above the prescribed curriculum that will enhance their experience, improve confidence and enable them to find new skills, talents and interests to take into the next stage of their development.	<p>Match funding (or negotiated match funding +) of optional trips where clear impact can be seen from an eligible child's attendance</p> <p>Full funding of whole class/year group visits, inc. residential visits.</p> <p>Residential Visits- £200 +£300 (Y4 Bewerley Park / Y6 Fellside)</p>	Many families within the school can find funding to enable their children to attend all activities that the school offer or signpost towards. This allocation will ensure a 'level playing field' of opportunity for all eligible pupils which will enable them to develop wider skills and interests in line with their peers in school.	<p>Ensure that pupils attend the residential and that parents/carers understand the financial position to enable them to attend.</p> <p>Support pre visit and post visit if needed.</p>	<p>HT / AHT</p> <p>Class Teachers</p> <p>Admin Team</p>	<p>Now April 2020 due to Covid Absences.</p> <p>Impact: Covid-19 restrictions impacted on all trips and visits.</p> <p>Next Steps: Implement when Covid-19 restrictions allow.</p>
All eligible pupils are fully included in all aspects of school life.	<p>Contributions are made towards trips and visits (up to 6 per class per year) and to specific extra-curricular opportunities that eligible pupils may otherwise not access</p> <p>Trips and Visits linked to classroom learning- £400</p>	Eligible pupils would not access additional or costly opportunities that other pupils may routinely access. To provide each pupil with the opportunity to develop a skill, interest or hobby, we aim to broaden the experience of eligible pupils and therefore improve their confidence and independence.	Through minuted conversations with parents/carers at Learning Conversation Meetings.	<p>Class Teachers</p> <p>SENCO</p> <p>SLT</p>	<p>Now April 2020 due to Covid Absences.</p> <p>Impact: All children were able to access extra curriculum activities provided prior to Covid- 19 restrictions, allowing all pupils to develop their skills and interests.</p> <p>Next Steps: Continue to Implement when Covid-19 restrictions allow.</p>

Anxiety and stress is reduced at busy playtimes in our physically restricted outdoor environment.	Investment is made in quiet areas for the playground to enable vulnerable pupils to access quiet/sheltered spaces.	Behaviour logs and recorded behaviour incidents were higher for eligible pupils than for non-eligible pupils. Investment in spaces to relax and, if needed, cool down will reduce flashpoints and create playground zones for pupils who require more structure at playtimes. This will have a positive impact on learning that takes place after playtimes.	Through analysis of behaviour logs and structured conversations with parents/carers.		Now April 2020 due to Covid Absences. Impact: Children enjoying the quiet space and calm areas allow for respite from stimulating environments that may cause dysregulation. Next Steps: Consider the benefits of split playtimes.
Bespoke and individual strategies will be funded to meet specific need	Specific activity/provision is funded to meet individual need (<i>not communicated in this report in line with GDPR recommendations</i>)	Pupils individual needs will be met through targeted and flexible provision being put in place. Provision 1 - £200-250 Provision 2- £300	Termly liaison with parents. Specific review at Learning Conversation meetings.		Now April 2020 due to Covid Absences. Impact: SENCo feedback from parents outlining individual successes for PP children. Next Steps: Evaluate and consider sports offers for all to build confidence.
Total budgeted cost					£1050
Total PP Funding for Sicklinghall Community Primary School					£2,640
Total proposed PP spending for Sicklinghall Community Primary School					£3100
Additional funding from school funds					£460