

Seven Fields Primary School

1. Summary information					
School	Seven Fields Primary School				
Academic Year	2019/20	Total PP budget	£183,480	Date of most recent PP Review	March 2019
Total number of pupils	269	Number of pupils eligible for PP	126	Date for next internal review of this strategy	June 2020
2. Attainment 2019 - 2020 – KS2 SATs results and KS1 phonic results					
			<i>Pupils eligible for PP 2018.2019</i>		<i>Pupils eligible for PP 2019.2020 (Covid 19 TA)</i>
Teacher Assessment reading at the end of KS2.			33%		50%
Teacher Assessment writing at the end of KS2.			50%		44%
Teacher Assessment maths at the end of KS2.			22%		50%
% of children reaching the required standard in Y1 phonics (Spring 2020)			No data recorded		No data recorded
% of children reaching the required standard in Y2 phonics (Spring 2020) (retakes)			No data recorded		No data recorded
<p>In comparison to 2018/19, the proportion of PP pupils reaching the expected standard in Reading and Maths at KS2 has increased significantly. This is due to :</p> <ul style="list-style-type: none"> ● Implementing a new whole school tracking system (Insight) ● Implementing a rigorous monitoring and evaluation schedule with leaders at all levels accountable for outcomes ● In year 6 a specialist Maths teacher taught maths ● The provision mapping for PP pupils in Y6 was rigorous and intervention are timely and appropriate ● By training staff to implement the new RWI phonics programme data in Y1 improved from 9% to 53% children on track (By Spring 2020) 					

Current Pupil Premium Children – End of year data from 2019/20

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.	School data demonstrates that attainment on entry is very low with particular weaknesses in Communication, Language and Literacy, Maths and Personal, Social and Emotional Development. <i>Pupil premium poor oral language skills –maths and PSED</i>
B.	In all year groups, in all subjects Pupil Premium pupils are currently not on track to make ARE (in some year groups particularly in KS1) Pupil Premium pupils are progressing better than Non-Pupil Premium pupils. KS1 little difference
C.	In Upper KS2 attendance of Pupil Premium pupils is lower than Non-Pupil Premium pupils. It is below the national average
D.	A high proportion of pupils with Special Needs (SEND) are pupil premium
E.	Some families have low aspirations
F.	Pupil Premium Pupils often don't have access to suitable reading materials at home

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

In 19/20 turnover 30% of teachers were on maternity leave

<p>1.</p>	<p>To ensure that Pupil Premium children achieve in line with their peers in reading, writing and maths by</p> <ul style="list-style-type: none"> ● Implementing a new whole school tracking system (Insight) ● Working closely with our new academy trust (RLT) to support teacher with year group expectations and moderation ● Implementing a rigorous monitoring and evaluation schedule with leaders at all levels accountable for outcomes ● Develop leadership in the EY's department and improving monitoring and evaluation across the phase by -implementing new tracking system Interactive Learning Diary and Nursery Manager ● Implementing new policies to support staff in understanding expectations – Teaching & Learning /Handwriting and Presentation/Reading/Maths/Learning behaviour ● The implementation of new phonic scheme (Read, Write, Inc) with whole school training ● Teaching staff ensure they 'target' PP pupils and SEND children on their plans. ● Employing named intervention TA for EYs (4 days per week) ● Specialist Maths TA completes maths intervention with appropriate pupils. ● Small teaching classes/groups allow for targeted in class support. ● Support from parents is sought early in the year, with regular meetings to address issues along the way. 	<p>The number of pupils reaching age related expectations has improved so that the % of PP pupils are in line national expectations</p> <p>All policies and procedures are implemented consistently across the school.</p> <p>Staff are confident in assessing pupil's attainment accurately.</p> <p>New phonic scheme of work impacts on children's understanding throughout the school.</p> <p>Interventions are well matched and completed timely, with impact monitored.</p> <p>Pupil Premium children make accelerated progress, as observed in PPMs.</p> <p>Planning identifies PP children who need accelerated progress.</p> <p>Parents are engaging with school and are supported in understanding how they can help their child at home.</p>
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<p>2.</p>	<p>To ensure that the attendance of Pupil Premium pupils improves and the % of persistent absenteeism (13.9%) is reduced by 3%. Ensure increased parental involvement</p> <ul style="list-style-type: none"> ● Daily tracking and follow up by admin staff ● Monthly monitoring by Head and EWO ● Appointment of inclusion officer who focuses on PA and engages with parents to help it decline. ● Family support worker offering targeted support for families in need 	<p>Persistent absence has decreased to be in line with national outcomes 10.9%</p> <p>Increase overall Pupil premium attendance in Y2 by 2.5%, Y3 1.6% and 1.8% in Y6</p>
<p>3.</p>	<p>To ensure Pupil Premium pupils with SEND are supported in reaching their potential by</p> <ul style="list-style-type: none"> ● Focused training for the SENCO by SBC mentor ● The adoption of Swindon Core Standards and additional support for SENCO to support the implementation of the Core standards ● SENCO works alongside Maths/English TAs to monitor impact of interventions. ● Ensuring that provision mapping for PP pupils is rigorous and intervention are timely and appropriate ● Supported PP pupils PSED development with ELSA interventions by trained staff 	<p>The progress of pupils who are SEND and PP is tracked closely, and interventions are implemented and monitored to ensure that they are having impact.</p> <p>SENCO has a clear understanding of the core standards which are shared with teachers to implement. Pupils needs are identified using the documentation and support is now planned accordingly due to a greater understanding of needs.</p> <p>SENCO monitors interventions and ensures they are appropriate.</p> <p>A trained ELSA delivers quality interventions which are closely monitored showing that pupils have made progress after completing the sessions. .</p>

<p>4.</p>	<p>To ensure that the profile of PP pupils is raised across the school with all staff ensuring they ‘target’ the pupils on a daily basis</p> <ul style="list-style-type: none"> ● Appointing a dedicated SLT member of staff to act as PP lead and ‘ambassador’ ● Ensure that the PP governor and PP lead meet regularly to monitor outcomes for PP children ● Updating the PP policy ● Training for staff to support them in understanding the barriers to learning for PP pupils ● Ensuring lower class sizes in UKS2 with experienced leader enhancing teaching and learning 	<p>PPMs identify steps taken to PP and SEND children and their next steps. Small teaching groups allow for targeted support and challenge.</p> <p>There is a clear action plan for PP pupils</p> <p>All teachers and support staff are knowledgeable about the PP children in their class</p>
<p>5.</p>	<p>To ensure pupil premium pupils have access to high quality reading materials by</p> <ul style="list-style-type: none"> ● Raising the profile of reading across the school ● Development of school library ● Ensuring all children have access at home to high quality reading materials through the purchase of Oxford Reading Buddy (Now Myon) ● Offering support to parents by holding phonic training for parents 	<p>Pupil premium children are reading at home and developing their reading skills and love of reading.</p> <p>Parent questionnaire show an increase in the % of children reading at home.</p>

2. Review of expenditure 2019/20			
Previous Academic Year	2019/20- Total income:£183,480		
i. Quality of teaching for all			
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Implementing a rigorous monitoring and evaluation schedule with leaders at all levels accountable for outcomes	MER schedule has been formulated. There is clear guidance on what monitoring activities are taking place when. Middle leaders have focussed their learning walks and observations on that enable them to monitor all pupils progress incl PP	Many staff are being upskilled in monitoring and evaluation including middle leaders. This will continue into the next academic year with greater emphasis on improving provision for PP and PP/SEND pupils	£1500
Implementing new policies to support staff in understanding expectations and consistency	Anecdotal evidence suggested that staff felt supported by new policies and their expectations had been raised due to pitching lessons at age appropriate level. This was seen for all pupils, not just PP. There was consistency of approach from all staff especially in English Phonics and Maths.	Policies have been updated in light of new approaches to T&L, Curriculum and Assessment but the core principles remain the same and the current ethos should permeate through new policies. This will continue in 2019.20	
The implementation of new phonic scheme (Read, Write, Inc) with whole school training	Staff across the whole school have received training to ensure consistency in teaching. Interventions allow us to help children who are not meeting age related expectations have dedicated 'catch up' sessions. Phonics leader is aware of the needs of all children including PP pupils.	By implementing this programme data improved from 9% to 53% children on track. Following Covid school is aware there will be a need to support catch up and so therefore monies will be deployed to ensure that this pace of progress is maintained. This will continue in 2020.21	£1850

Teaching staff ensure they 'target' PP pupils and SEND children on their plans.	Through discussion and action planning, teachers were able to target PP children and SEND children. Unfortunately the school closure and lockdown has meant that the intended impact will not have been met. The correct level and access of work for SEND children still needs to be found for all teachers and children in their classes.	Continue to focus on PP children and those with SEND in future Pupil Progress meetings. Work still needs to be done on scaffolding and supporting those children with SEND. There is now clear provision mapping in place which cross references PP and SEND. We will monitor the impact of this action in 2020/2021	
Focused training for the SENCO by mentor	6 termly meetings with external SEN specialist consultant	Broader understanding of the role has developed the SENCO's impact and will continue in 2020/2021	£800 SENtral SEN Support
The adoption of Swindon Core Standards and additional support for SENCO to support the implementation of the Core standards	Core standards training has been attended by the SEND team and disseminated to all teaching staff.	This will be refined and continued in 2020/2021	£100
ii. Targeted support		Actual	£4,250
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A teacher in Upper KS2 to offer smaller class sizes.	Due to staffing issues this approach was unfeasible and so needed to be adapted. In year 6 a specialist Maths teacher taught maths and the class teacher, an English specialist, taught English. There was an increase in attainment for all groups in year 6. In year 5, the approach was to have two teachers in the class at all times. This allowed targeted support for all pupils with a particular focus on PP children.	Neither approach will be replicated next year. There will be a focussed effort on developing appropriate teaching and support staff interventions for underachieving PP pupils.	£26500

Employing named intervention TA for EYs (4 days per week)	Intervention TA knew the needs of all of the children in the unit and quickly worked to fill small gaps including PP children. Children who were well below ARE worked with the TA daily to fill gaps. TA built up a rapport with children which benefited children who were significantly behind in S&L	This approach will be adapted for 2020/2021It will reflect the pupils on the SEND register who are also PP.	£18000
A teaching assistant in KS1 to offer further adult support during lessons.	Year 2 created a PP table for MA pupils, allowing CT or TA to focus on these. TA able to support children during carpet session to check and deepen understanding. TA able to take small groups out to support or extend understanding.	Targeted support in KS1 will continue to be a focus Lead TA for phonics supporting the development of resources and enabling the phonic lead teacher to monitor the quality of lessons. (release time)	£18000
Specialist Maths/English TAs complete interventions with appropriate pupils.	TAs completed daily small group interventions with PP/SEND pupils who were working well below ARE in KS1. 1:1 precision teaching was in place 4 days a week to support identified pupils with reading/spelling of high frequency words across KS1/KS2. Small group support to pre-teach maths skills was in place in KS2. Pupils progressed their understanding of key concepts and developed their confidence which had an impact on their learning when in whole class teaching groups.	TA's will continue to run specific interventions to support Maths and English based on pupils needs. TA will lead interventions for their class/bubble which will allow teachers and TAs to share information easily.	£12000
Supported PP pupils PSED development with ELSA interventions by trained staff	Pupils took part in small group sessions with a trained ELSA who assessed their needs against the areas of anger, emotional awareness, relationships, independence, self-esteem and social skills. Support was quickly provided and pupils engaged well showing good progress in each area.	There is a high demand for ELSA across all phases so small group and 1:1 sessions will continue in 2020/2021. Following Covid, school is also aware that there could be an increase in the need for ELSA support.	£3000

Small teaching classes in UKS2 allow for targeted class support.	See Above	This approach will be adapted for 2020/2021 It will reflect the pupils on the SEND register who are also PP.	£18180 SG £5884 AF
SENCO works alongside Maths/English TAs to monitor impact of interventions.	Regular contact between SENCO and TA to monitor interventions and assess the progress of individuals.	This approach will be adapted for 2020/2021 It will reflect the pupils on the SEND register who are also PP.	£5250
Ensuring that provision mapping for PP pupils is rigorous and intervention are timely and appropriate	The provision map included interventions for each identified pupil and was reviewed at least termly to make sure that children were receiving the appropriate support.	This approach will be adapted for 2020/2021 It will reflect the pupils on the SEND register who are also PP.	£ 5250
iii. Other approaches		Actual	£112,064
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support from parents is sought early in the year, with regular meetings to address issues along the way.	Pupil progress meetings with PP eligible parents to increase their confidence and resilience approaching KS2 SAT Phonic dropins supported parents in their understanding of supporting their child's development	Covid 19 has blocked the opportunity to meet with parents whose children are eligible for PP and this will be strategy that will be developed in 2020/2021	
Family Support Worker is available to support and signpost parents who need specialist support (mental health, financial support, relationships, drugs and alcohol, pregnancy and parenting)	Family Support Worker maintains a good relationship with parents and was able to support them in accessing external support as required including a very successful PACE project which engaged parents in managing children's emotions.	Pastoral team will continue to work closely with parents, supporting their needs so that they can support their child's well being and learning.	£ 16000

<p><i>Covid Pastoral Team Implemented during lockdown to support vulnerable pupils</i> <i>Intervention TAs supported learning at home</i></p>	<p><i>During Covid the team was enlarged to support our families deemed as vulnerable as well as those who required support as lockdown continued. Monies were diverted away from other areas to increase this team to support the need.</i></p>	<p><i>AHT worked full time</i> <i>Support SENCO - full time</i> <i>Behaviour Support Worker - full time</i> <i>Family Support Worker</i></p>	<p>£14496 SK £11692 HB £5836 KD £7716 ES</p>
<p>Motivation to read at home is supported by new, engaging online reading app to encourage regular reading and home engagement.</p>	<p>Children have engaged well with reading online and appear to enjoy the online quizzes. Throughout covid-19 children have been using an additional site called myON, which allows them to access a range of texts whilst being at home. The online element has supported some more reluctant readers.</p>	<p>Pupils have found the online resource useful (particularly during lockdown) and the school has purchased resources to enable those pupils who haven't access to technology at home to be supported with loaned equipment. This will continue during 2020./2021.</p>	<p>£3700 Accelerated Reader</p>
<p>Engagement with reading to be supported by the development of the new library and reading buddy</p>	<p>All classes have an allocated library time to read a wider selection of books. Reluctant readers (including PP) have enjoyed this time as they are within a different environment where everyone is reading too and they have access to a wide range of reading materials</p>	<p>Investment in the library will continue to be a focus as we support pupils who have little or no reading matter at home.</p> <p>This will continue during 2020./2021.</p>	<p>£3700 Library Furniture</p> <p>Books £1131</p>
<p>Inclusion officer to work with disaffected pupils to ensure that they are supported in accessing learning. Also to support persistent absenteeism to decrease by supporting attendance on a daily basis and informing attendance team (HT and Admin Manager) in targeting appropriate pupils with EWO</p>	<p>Pupils who were identified as being in need of additional support were provided with meetings, in class support and guided support sessions. Social inclusion officer completed daily attendance checks. Pupils who made no contact with school were contacted daily to identify reasons for absence. Information on attendance was collated and attendance review meetings were conducted</p>	<p>The support for disaffected pupils will continue with a member of the pastoral team being available to support parents/ children who require assistance.</p> <p>Attendance procedures will continue to support families in 2020/2021</p>	<p>£15300</p> <p>£2700</p>

	with parents. Information was also shared with EWO and parents who didn't respond to the above were referred for intervention and support from the service.		
Financing school uniform for PP children.	Support was given to parents in financial difficulties with items such as uniforms. book bags etc.	This will continue in 2020/2021. It became evident during lockdown that many children had little or no access to technology	£100
Covid Support Purchasing or equipment for PP family & conversion of laptops to be lent to PP families for home learning	Pupils who had no or limited access to technology were provided with IT equipment to enable them to work during lockdown		£300
Financing school clubs, residentials and visits to ensure all children have equal opportunities.	This was impacted due to lockdown post March 2020 so monies were diverted to support the pastoral team Prior to March 2020 the children experienced a variety of opportunities within school e.g. theatre groups, pantomime, visits from athletics, dinosaurs and space virtual reality	The new curriculum that has been designed for 2020/2021 will offer greater opportunities to develop pupils' cultural capital.	“£1983 (Dinosaur, Space & Pantomime visit)
Assistant Headteacher non-teaching for 1 days a week (SK).	AHT worked with teachers and SENCO to ensure PP needs were highlighted. During Covid she was deployed to support the most vulnerable and worked her whole time on this.	Member of the SLT will continue to lead, monitor and review the impact of this plan in 2020/2021	£10000

i Quality of teaching for all	Original Budget	£19,350
	Actual	£4,250

ii Targeted support	Original Budget	£134,500
	Actual	£112,064

iii Other approaches	Original Budget	£26,150
	Actual	£94,654

Summary i+ii+iii	Original Budget	£26,150
	Actual Expenditure	£210,968