



Sythwood Primary and Nursery School Pupil Premium Strategy Report

Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of your pupil premium for all of the 2019/20 academic year. We will continue to monitor our children and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021.

Pupil premium spending summary 2020/21

Date of most recent pupil premium review:	Sep 2020	Date of next pupil premium review:	Sep 2021
Total number of pupils:	624 (including nursery) 533 (Yr R to Yr 6 only)	Total pupil premium budget*:	£236,713
Number of pupils eligible for pupil premium:	159 (Jan 2020 census)	Amount of pupil premium received per child:	£1,345

* Income is determined based on the January census each year to cover the funding period for the following April to March. Current January 2020 census data relates to the funding period April 2020 – March 2021. September 2020 to March 2021 actuals have been included in the budget figure. April 2021 to August 2021 is currently estimated and will be confirmed once the January 2021 census has concluded.

Intent of Pupil Premium spending

All members of staff, governors and learning support assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. At Sythwood Primary and Nursery School, we are always working to ensure that low expectations or a poor socio-economic background are not a barrier to achievement by carefully tracking the progress of all our children. We have also considered published research including the Education Endowment Fund (EFF) to guide us to make decisions about expenditure and the effective use of our Pupil Premium funding. We strive to:

- To ensure that teaching and learning opportunities meet the needs of all of the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.



- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. It is the case that limited resources may mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- To seek external specialists and identified opportunities where by which our children can have an enriched and enhanced access to the curriculum.

Achievement Summary

Due to coronavirus, we don't have assessment data available to publish for the 2019/20 academic year, and won't be able to benchmark progress against other schools. However, we did carry out our own internal progress reporting between September 2019 and March 2020.

Assessment 2018/19

EYFS				
Subject	Sub-group	Cohort	End of year	Progress
Good level of development (GLD)	PP	12	50%	NA
	Not PP School	75	59%	NA
	Not PP National	NA	74%	NA
KS1				
Subject	Sub-group	Cohort	End of year	Progress
Phonics	PP	23	72%	NA
	Not PP School	52	80%	NA
	Not PP National	NA	71% (disadvantaged)	NA
Reading	PP	27	63%	NA
	Not PP School	63	71%	NA
	Not PP National	NA	78%	NA
Writing	PP	27	48%	NA
	Not PP School	63	60%	NA
	Not PP National	NA	73%	NA
Maths	PP	27	63%	NA
	Not PP School	63	68%	NA
	Not PP National	NA	79%	NA
KS2				
Subject	Sub-group	Cohort	End of year	Progress
Combined	PP	24	60%	NA
	Not PP School	47	69%	NA
	Not PP National	NA	71%	NA
Reading	PP	24	72%	0.05
	Not PP School	47	76%	3.14
	Not PP National	NA	78%	0.30
Writing	PP	24	80%	-0.40
	Not PP School	47	90%	2.78
	Not PP National	NA	83%	0.25
Maths	PP	24	80%	1.43
	Not PP School	47	88%	2.63
	Not PP National	NA	84%	0.35
SPAG	PP	24	75%	NA
	Not PP School	47	90%	NA
	Not PP National	NA	78% (all pupils)	NA

Note: all data percentage % at expected.



Identified barriers to educational achievement

We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the Pupil Premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Barriers that our children face include:

- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.
- Poor attendance – high persistent absence and lateness contributing to lower than expected progress.
- Limited English language and vocabulary spoken at home.
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
- The number of pupils who are in receipt of Pupil Premium as well as on the SEN register for cognition and learning.
- Behaviour – pupils with specific social and emotional needs which affect their learning.
- Children lack confidence and are less likely to see themselves as successful.

Implementation of spending our pupil premium allocation to overcome these barriers

We aim to use pupil premium approaches that are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all. How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. We use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. However, a key part of this is targeted interventions that are also provided to support emotional and behavioural needs so they can be more successful in our school. To help us implement a strategic and evidence based approach, all our interventions are underpinned by provision maps which identify individual needs and put appropriate interventions and resources (including staff) in place to address these areas. One page profiles, created by PP children, are also used to identify children's needs and include comments from parents.

How we will measure the impact of the Pupil Premium?

The school evaluates the attainment and progress of each pupil at least termly through;

- Pupil Progress data with Pupil Premium children highlighted (termly)
- Work trawls and progress evident in books across the curriculum
- Intervention reports from learning support assistants
- Parent interviews
- Pupil voice
- Pupil Premium enrichment tracker



Strategy Statement (2019-22)

We have made great strides in closing the gap in KS2 with them making more progress than non PP in nearly all subjects since 2016. We are also proud of the positive trend of KS2 attainment in all subject heading towards national averages for NotFSM6. However, we do recognise that we still have more work to do in KS1 and we must raise their attainment. Through our close monitoring, enrichment offer and inclusive nature, we have made significant reductions in the persistent absence of our PP group since 17/18 but still need to continue our focus on this to increase their overall attendance to be in line with other children. Other key reflections would be that we need to do more to intervene in early reading for children so that they are able to be successful in all areas of the national curriculum in KS1. Furthermore, we must continue to do everything we can so our PP children can aspire to be positive members of modern society and optimistic about their futures.

The long term aims of our Pupil Premium strategy are to:

- To reduce attainment gap between the school's disadvantaged pupils and others in KS1.
- To raise the standard of early reading of Pupil Premium children at the start of their Sythwood journey.
- To continue to decrease the persistent absence of Pupil Premium children to be in line with non PP.
- To raise the aspirations of our Pupil Premium children.

Planned expenditure

These tasks directly influence future planned support and target setting for all pupils. Alongside this the attendance of Pupil Premium children will be monitored this academic year followed by an analysis of any patterns discovered. Pupils participating in planned focussed support are assessed in terms of academic progress and progress in other areas such as confidence, engagement within the classroom, social or emotional development.

Activity	Outcomes	Target pupils	Monitoring	Predicted cost 19/20	Actual cost 19/20	Predicted cost 20/21	Impact (RAG)
Quality of teaching for all							
Quality of Education Leader (SLT) and highly experienced teaching team	Raised attainment and progress. Consistently good teaching across the school. Teachers pedagogy in line with 'Sythwood Way'. More experienced teachers appointed for 2020-21 to maximise impact. Support staff deployment for maximum impact.	All disadvantaged pupils.	External T&L reviews Progress data Learning walks Performance Management	£36,760	£39,072	£61,595	
Small class sizes in Reception	Lower ratios give teachers more 1:1 time to work with children. More rapid progress.	Disadvantaged pupils in Reception.	Progress data Learning walks	N/A	N/A	£34,607	
Elklan training for EYFS LSAs. Elklan training delivers accredited courses for	Raised attainment and progress. Speech, language and communication needs (SLCN) at all levels will be continuously met and	All disadvantaged pupils.	Progress data Learning walks Improved scores through	£1,500	£1,500	£250	



education and other staff working with those with speech, language and communication needs.	worked upon by skilled members of staff. Strategies to support SLCN will be embedded in classroom practice. Improved speech and language skills will improve access to learning in all areas.		WellComm assessment.				
Project X Code. Project X CODE is a reading intervention programme proven to transform the lives of struggling readers by developing their synthetic phonics and comprehension skills. With a highly motivational character series and a unique two-text approach children start and finish their interventions when it is right for them.	Raised attainment and progress. More pupil premium pupils able to read fluently with raised comprehension. Improved progress for pupils in reading assessments	Identified disadvantaged pupils across the school.	Progress data Learning walks Teacher/Pupil voice LSA intervention trackers	£2400	£5773	£3229	
Maths Mastery (Power Maths).	Raised attainment and progress in maths. Children will have deeper understanding of mathematical concepts. Children are more fluent in number. More opportunities for children to collaborate on their learning. Children have a wider vocabulary of maths terms.	All disadvantaged pupils in YR to Y4.	Progress data Learning walks Teacher/Pupil voice	£1500	£1,078	£800	
Read Write Inc. (phonics resource) Additional resources for the teacher during lessons and sent home.	Raised attainment and progress in phonics/reading and writing.	All disadvantaged pupils in YR to Y2.	Progress data Learning walks Teacher/Pupil voice	NA	£12,231	£23,547	
Targeted support							
Reading Teacher	Raised attainment and progress. Accelerated progress from their individual starting pupils.	Identified disadvantaged pupils in Year 1.	Progress data Learning walks Intervention reports Benchmarking	£29,500	£30,797	£30,047	
Accelerated Reader. Accelerated Reader is a computer-based program that schools may use to monitor reading practice and progress. It helps teachers guide kids to books that are on kids' individual reading levels. Kids take short quizzes after reading a	Raised attainment and progress. Improved comprehension skills. For pupils to achieve in line with their peers in standardised tests and to make accelerated progress from their individual starting pupils.	All disadvantaged pupils in Year 3 and 4.	Progress data Learning walks Work scrutiny	£2440	£6,168	£6,578	



book to check if they've understood it.							
Third Space Learning. Third Space Learning offers intervention programmes for primary school pupils that uses flexible 1:1 online teaching for target pupils.	Raised attainment and progress. For pupils to achieve in line with their peers in standardised tests and to make accelerated progress from their individual starting pupils.	Identified disadvantaged pupils in Year 5 and 6.	Termly data Learning walks Work scrutiny	£5460	£5,800	£4,296	
Sensory Circuits. Sensory Circuits is a short and snappy sensory motor skills programme that helps to set children up for a school day. It enables children to reach the level of alertness needed to concentrate during lessons.	Increased concentration. Improved engagement in learning.	Identified disadvantaged pupils across all year groups.	Progress data Teacher feedback Intervention reports Observations Pupil voice	£5250	£1086	£1532	
SEMH interventions: Happy to be Me, ELSA and drawing and talking.	Enhanced self-esteem and resilience. Increased attendance. Improved communication skills.	Identified disadvantaged pupils across all year groups.	Attendance data Teacher feedback Intervention reports Parent voice Pupil voice SEN provision map	£91,107	£50,093	£26,557	
SEMH Leader	Identified chn have clear behaviour plans so are more settled in school and behaviour incidents decrease. Positive learning behaviours and more engaged in learning.	Identified disadvantaged pupils across all year groups.	Attendance data Progress data Teacher feedback Learning walks Pupil voice CPOMS reports	£33,285	£33,146	£24,732	
Family support interventions: Young Carers, Parent support group.	Parents feel supported and more engaged in school activities. Enhanced self-esteem of parents. Increased attendance. Increased engagement in learning.	Identified disadvantaged pupils across all year groups.	Attendance data Parent voice Pupil voice CPOMS reports	£3920	£3,427	£3,732	
Other approaches							
Forest School every afternoon.	Enhanced self-esteem and perseverance. Increased attendance. Improved communication skills.	All disadvantaged pupils in Year 1, 3, 4 and 5.	Attendance data Teacher feedback Pupil voice	£7500	£9554	£10,050	
Subsidised school trips and workshops for all.	Improved engagement in learning linked to trips and workshops. Enhanced self-esteem. Increased attendance.	All disadvantaged pupils.	Attendance data Progress data Book scrutiny Pupil voice	£8000	£75.00	£2,000	
After school football and multisport club (three sessions per week).	Enhanced self-esteem and positive engagement with school. Increased attendance.	Identified disadvantaged pupils (20chn per term).	Attendance data Parent view Pupil voice	£2000	£1,383	£1800	
After school clubs	Enhanced self-esteem and positive engagement with school. Increased attendance.	All disadvantaged pupils.	Attendance data Parent view Pupil voice	N/A	£2000	£19,587	



More-able workshops (Maths/Writing).	Raised attainment and progress. Opportunities to extend their learning and build confidence. Increased engagement.	Identified pupils in Year 5 and 6.	Progress data Pupil voice	£750	£600	£420	
Music tuition	Enhanced self-esteem and positive engagement with school. Increased attendance.	Identified pupils in Year 5 and 6 (16 per term).	Attendance data Parent view Pupil voice	N/A	N/A	£3,150	
Milk	Nutritious drink to keep energy levels up during the school day.	All disadvantaged pupil over 5 years old.	NA	N/A	£863	£1200	
SATS booster packs	Increase engagement at home with learning. Raised attainment and progress.	All Year 6 disadvantaged pupils.	Progress data	N/A	£585	£600	
Plimsolls / uniform support	Enhanced self-esteem.	Identified disadvantaged pupils.	Parent view	N/A	£30	£50	

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