



Sythwood Primary and Nursery School

Pupil Premium Strategy Report 19/20

Pupil premium spending 19/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	December 2019
Total number of pupils:	572	Total pupil premium budget:	£227,040 (allocation 19-20 as published by DfE)
Number of pupils eligible for pupil premium:	172 (as published by DfE)	Amount of pupil premium received per child:	£1320

Intent of Pupil premium spending

All members of staff, governors and teaching 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 considering the potential of all our children. We have also used existing research and publications to support and enable us to make decisions about expenditure and the effective use of our Pupil premium funding.

- 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 18/19

EYFS				
Subject	Sub-group	Cohort	End of year	Progress
Good level of development (GLD)	PP	15	40%	NA
	Not PP School	72	61%	NA
	Not PP National	NA	TBC	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	TBC	NA
Combined	PP	27	48%	NA
	Not PP School	63	60%	NA
	Not PP National	NA	TBC	NA
Reading	PP	27	63%	NA
	Not PP School	63	71%	NA
	Not PP National	NA	TBC	NA
Writing	PP	27	48%	NA
	Not PP School	63	62%	NA
	Not PP National	NA	TBC	NA
Maths	PP	27	63%	NA
	Not PP School	63	68%	NA
	Not PP National	NA	TBC	NA
KS2				
Subject	Sub-group	Cohort	End of year	Progress
Combined	PP	20	60%	NA
	Not PP School	58	69%	NA
	Not PP National	NA	TBC	NA
Reading	PP	20	75%	TBC
	Not PP School	58	72%	TBC
	Not PP National	NA	TBC	TBC
Writing	PP	20	75%	TBC
	Not PP School	58	88%	TBC
	Not PP National	NA	TBC	TBC
Maths	PP	20	80%	TBC
	Not PP School	58	88%	TBC
	Not PP National	NA	TBC	TBC
SPAG	PP	20	75%	NA
	Not PP School	58	90%	NA
	Not PP National	NA	TBC	NA

Note: national data to be confirmed. 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 meeting 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 Interviews



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 subjects except writing. 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 for 19/20

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	Impact (RAG)
Quality of teaching for all					
Teaching and Learning Leader (SLT).	Raised attainment and progress. Consistently good teaching across the school. Teachers pedagogy in line with 'Sythwood Way'. Support staff deployment for maximum impact.	All disadvantaged pupils.	External T&L reviews Progress data Learning walks Performance Management	£36,760	
Elklan training for EYFS LSAs.	Raised attainment and progress. Speech, language and communication needs (SLCN) at all levels will be continuously met and worked upon by skilled members of staff. Strategies to support SLCN will be embedded in classroom practice. Improved	All disadvantaged pupils.	Progress data Learning walks Improved scores through WellComm assessment.	£1,500	



	speech and language skills will improve access to learning in all areas.				
Project X Code.	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	
Maths Mastery (Power Maths).	Raised attainment and progress. 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 Y3.	Progress data Learning walks Teacher/Pupil voice	£1500	
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	
Accelerated Reader.	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	
Third Space Learning.	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	
Sensory Circuits.	Increased concentration. Improved engagement in learning.	Identified disadvantaged pupils across all year groups.	Progress data Teacher feedback Intervention reports Observations Pupil voice	£5250	



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	
Behaviour Intervention 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	
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	
Other approaches					
Peer mentoring (Maths/Reading).	Raised attainment and progress. Increased opportunities for collaboration will improve engagement in learning and communication skills.	Identified children from Year 2 and 5.	Attendance data Progress data Pupil Voice	Costs in teaching and learning above	
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	
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	
After school football and multisport club, plus Clubbercise	Enhanced self-esteem and positive engagement with school. Increased attendance.	Identified disadvantaged pupils (20chn per term).	Attendance data Parent view Pupil voice	£2000	
More Able workshops (Maths/Writing).	Raised attainment and progress. Opportunities to extend their learning and build confidence. Increased engagement.	Identified pupil in Year 5 and 6.	Progress data Pupil voice	£750	



Date of next Pupil review: December 2019

Created and reviewed by Elliot Cole (DHT)

