

## Sevenfields Primary School

1. Summary information					
<b>School</b>	Seven Fields Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£199,060	<b>Date of most recent PP Review</b>	May 2019
<b>Total number of pupils</b>	292	<b>Number of pupils eligible for PP</b>	148 (51%)	<b>Date for next internal review of this strategy</b>	March 2021

2. Attainment 2019/20 – KS2 SATs results and KS1 phonic results								
	2019 PP	2019 Non-PP	Diff	NA	2020 PP	2020 Non-PP	Diff	NA
Average scaled score RE/Ma KS2	94.6	98.3	-3.7	105.8	100.9 □	103.3 □	-2.4	106.5
% Achieving expected standard RWM KS1	59%	45%	+14%	69%	56%	43%	+13%	67%
% Achieving Phonics standard	43%	82%	-39%	84%	72% □	76%	-6%	N/A
Attendance	90.5%	92%	-1.5%	(PP) 92.5*	92%	93	-1%	(PP) 92.5*

\*2019 fig. only available.

<b>Current Pupil Premium Children – End of year data from 2019/20</b>	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Pupil premium poor oral language skills –Maths and PSED</li> <li>● 86% of pupils come from hard pressed backgrounds</li> <li>● PP pupils may in some subjects be progressing faster than non-PP but overall attainment is below that of non-PP</li> <li>● Attendance of Pupil Premium pupils is lower that Non-Pupil Premium pupils. It is below the national average but improving in line with national levels.</li> <li>● A high proportion of pupils with Special Needs (SEND) are pupil premium so tracking progress is challenging.</li> <li>● Some families have low aspirations and fail to support the school in developing their child’s progress. reading at home, support with homework.</li> <li>● Pupil Premium Pupils often don’t have access to suitable reading materials at home</li> </ul>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
	Covid-19 March to July left a gap in place for PP pupils and all pupils. Catch up is beginning to impact on Phonics but many PP have dropped further behind.

4. Planned expenditure								
Academic year 2020/21								
Teaching 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 date?	Estimated Cost		
1. Pupils in EYFS who are PP are identified earlier and gaps filled through early intervention.	Early adopter of new statutory EYFS framework.	Ensuring that pupils receive quality first teaching.	Support given to EYFS lead from SBC and RLT to  Progress Reviews	SLT  EYFS lead and link Gov	March 2021			
2. PP pupils receive appropriate phonics support and are monitored closely so that they achieve the expected standard  Extra 'catch up' lessons for PP pupils during core Eng and Maths	Continued implementation of new phonic scheme (Read, Write, Inc) with whole school training for KS2 support staff  Teaching staff ensure they 'target' PP pupils and SEND	Ensuring that pupils receive quality first teaching and outcomes are monitored, reviewed and appropriate and timely interventions implemented.  Ensuring that teaching staff are targeting PP children and that there is a consistent approach to teaching and learning across the whole school.	MER activities in line with MER timetable  Release time	SLT  MLT Phonics leader	March 2021  November 2020 December 2021			

	children on their plans.						
3 Ensuring pupils who are SEND and PP receive appropriate support, progress is monitored and interventions for PP/SEN are prioritised	Embedding Swindon Core Standards and additional support for SENCO to support the implementation of the Core standards  SEND action plan identifies areas of development	Ensuring that pupils identified as SEND/PP receive appropriate provision, their outcomes are tracked and support from external agencies are implemented in a timely manner	MER activities  SBC mentor and RLT SENCo lead  Gov link	SLT  SENCO  SENCO Admin Assistant	June 21  March 2021		
4. Y6 cohort has 56% PP and require subject specific support	An extra teacher in Upper KS2	Smaller class sizes offer more opportunities for smaller group work and 1:1 support. Children make more progress and their next steps are more quickly identified.	Observations, learning walks and drop ins show good or outstanding teaching and learning.	SLT	Ongoing Jan 2021 March 2021 June 2021		
5. PP reduce impact of their LLD in lessons	Identify and support UQT for PP focus 0.3 FTE	Analysis shows predominantly PP pupils attending learning zone and LO suggest PP pupils (boys) are causing LLD	Social inclusion lead and pastoral lead will monitor morning work in this area through targeted list	GY	Term 2, term 4, Term 6		
6. PP parents signposted to where need is most	Family Support Worker is available specialist support (mental health, financial support, relationships, drugs	Ongoing annual work enabling economically disadvantaged parents to provide for their children through high quality services (speed of access requires dedicated staff members)	Records kept by pastoral lead of those pupils listed as PP and vulnerable accessing services	HB	weekly-pastoral meeting		

	and alcohol, pregnancy and parenting)						
7. EYFS PP settle to school quickly and learning barriers identified	Employing named intervention TA for EYs (4 days per week)	EYFS settled but due to Covid-19 transition especially for PP has been sporadic.	TA appraisal and ILD data from teachers show PP pupils are progressing and engaging as well as non PP in the EYFS	MS	March 2021		
8. PP phonics improvements	A teaching assistant in KS1 to offer further adult support during lessons.	PP phonics underachieving in comparison to non-PP	Phonics progress data of all groups via Insight and Ruth Miskin portal	BM	Dec 2021 March 2021		
9. PP progress gap closed against non pp in, Eng and Math	Specialist Maths/English TAs complete interventions with appropriate pupils.	Attainment of PP pupils in Eng and Maths is below PP nationally and others	Data drop PP progress meetings with SLT and class teacher	JQ	Dec 2021 March/April 2021		
10. All subject leaders focus on provision for PP	non-teaching for 1 days a week.	Development of subject leaders means they need to know how well PP pupils are progressing in their subjects across the curriculum	Development days require subject leaders to feedback in weekly briefing about PP pupils.	DB/JQ	Terms 1-6 SLT weekly meetings		
11. Emotional needs of PP targeted so as to increase engagements in lessons	Supported PP pupils PSED development with ELSA interventions by trained staff	PP pupils have emotional needs that ensure they come to school with 'baggage' that must be addressed and removed so it doesn't become barrier to learning.	Elsa leader completes before and after questionnaires and surveys.	AK	Terms 1-6		
12. Y3 transition support for PP	Small teaching classes in LKS2 allow for targeted in class support.	Y3/4 proportion of PP higher than rest of school	PP pupils in LKS2 progressing well compared to non PP in Eng and maths as	RS	March 2021		

			identified in Pupil progress meetings				
13. PP reading ages improve	Motivation to read at home is supported by new, engaging online reading app to encourage regular reading and home engagement.	PP reading ages are below non-PP	Reading lead reports to governors on progress of PP	AP	Dec 2020 March 2021 June 2021		
14. PP have materials matched to their ability	Engagement with reading to be supported by the development of the new library	PP pupils require families to support them through MyOn and engagement is limited for PP pupils	Reading leader to monitor PP engagement of MYOn and support parents through book purchases and loans	AP	Dec 2020 March 2021 June 2021		
15. PA and PP pupils attendance improved	Inclusion support officer to reduce persistent absenteeism	PP PA is higher than NA	Pastoral lead monitors PP PA and reports to SLT and impact and progress committee	GY	Dec 2020 March 2021 June 2021		
16. Lack of ability to purchase school uniform is not a contributor to poor attendance	Financing school uniform for PP children.	PP pupil attendance anecdotally affected by lack of appropriate uniform.	Pastoral lead monitors PP attendance	GY/ES	Dec 2020 March 2021 June 2021		
17. PP pupils attend residential and after school clubs requiring additional costs	Financing school clubs, residential and visits to ensure all children have equal opportunities.	PP pupils often do not attend as they have not been given the opportunity. i.e Parents presume door is closed to them due to cost.	Office staff monitor take up of clubs from PP pupils	HI	On going weekly and termly Pastoral lead cross checks		

	<b>Total budgeted cost</b>	
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