

Sevenfields Primary School

1. Summary information					
School	Seven Fields Primary School				
Academic Year	2020/21	Total PP budget	216,635	Date of most recent PP Review	May 2021
Total number of pupils	305	Number of pupils eligible for PP	186	Date for next internal review of this strategy	March 2022

2. Attainment 2020/2021 – KS2 SATs results and KS1 phonic results								
	2020 PP	2020 Non-PP	Diff	NA	2021 PP	2021 Non-PP	Diff	NA
Average scaled score RE/Ma KS2	100.9 ↑	103.3 ↑	-2.4	105.8	102.7 ↑	101.8	+0.9 ↑	106.5
% Achieving expected standard RWM KS1	56%	43%	+13%	69%	12%	19%	-7% ↓	67%
% Achieving Phonics standard	72% ↑	76%	-6%	84%	69%**	73%** ↓	-4% ↑	N/A
Attendance	92%	93%	-1%	(PP) 92.5*	94.2% ↑	94.3% ↑	-0.01	(PP) 92.5*

*2019 fig. only available.

**2021 fig. available to be updated following check Nov2021

Current Pupil Premium Children – End of year data from 2020/21

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*)

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| A. | <ul style="list-style-type: none"> ● 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. EYFS is also showing signs of limited personal development ● Pupil premium poor oral language skills –Maths and PSED ● 96% of pupils come from hard pressed backgrounds this is an increase following the pandemic ● PP pupils may in some subjects be progressing faster than non-PP but overall attainment is higher that of non-PP ● Attendance of Pupil Premium pupils is now in line with Non-Pupil Premium pupils. It is improving in line with national levels. (2019) ● A high proportion of pupils with Special Needs (SEND) are pupil premium so tracking progress is challenging. 20% SEN ● Some families have low aspirations and fail to support the school in developing their child’s progress, reading at home, support with homework. ● Pupil Premium Pupils often don’t have access to suitable reading materials at home |
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External barriers (*issues which also require action outside school, such as low attendance rates*)

Covid-19 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. This is especially true for Year 2 and Year 3 pupils who have fundamental gaps

4. Planned expenditure								
Academic year 2021/22								
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. Use of 'tapestry' to record children attainment	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 2022	250		
2. PP pupils receive appropriate phonics support and are monitored closely so that they achieve the expected standard Extra 'catch up' lessons for PP	Continued implementation of the 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	MER activities in line with MER timetable Release time	SLT MLT Phonics leader	March 2022 November 2021	6000 5250		

pupils during core Eng and Maths	children on their plans.	a consistent approach to teaching and learning across the whole school .			December 2021		
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 22 March 2022	17,786	
4a Y6 cohort has 61% PP and require subject specific support-Eng	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 2022 March 2022 June 2022	12,600	
4b subject specific support-Mat	An extra teacher in Upper KS2	Children make more progress and their next steps are more quickly identified.	good or outstanding teaching and learning. Improved KS2 results	SLT	Ongoing Jan 2022 March 2022 June 2022	34,131	
5. PP reduce impact of their LLD in lessons	Identify and support support for PP focus 1 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	24,304	

6. PP parents signposted to where need is most	Family Support Worker is available specialist support (mental health, financial support, relationships, drugs and alcohol, pregnancy and parenting)	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	35,987	
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 tapestry data from teachers show PP pupils are progressing and engaging as well as non PP in the EYFS	MS	March 2022	5,150	
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 2022	13,256	
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 Accelerated maths EEF Accelerated Reader +3 months	Data drop PP progress meetings with SLT and class teacher Reports from AR	JQ	Dec 2021 March/April 2022	3090 5,245	
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	1,800	
11.SLT leader coaching subject	1 and ½ days per week	Development of subject leaders focussing on holding teachers to	Coaching days require subject leaders to	JQ	Terms 1-6 SLT weekly meetings	18,228	

leadership focus PP		account in their subjects across the curriculum	feedback in weekly briefing about PP pupils.				
12. 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	8,924	
13. 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 identified in Pupil progress meetings	RS	March 2022	5,700	
14. 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 2021 March 2021 June 2022	1,500	
15. 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 2021 March 2022 June 2022	1,500	
16. 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 2021 March 2022 June 2022	22,992	

17. 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 2021 March 2022 June 2022	1,000	
18. PP pupils attend residential and after school clubs requiring additional costs	Financing school clubs, residential	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	8,700	
19. Curriculum experiences for PP no contribution to transport	Financing 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 PP pupils attendance on curriculum visits and visitors	HI	On going weekly and termly Pastoral lead cross checks	3,077	
Total budgeted cost						216,635	