

**Sir Henry Fermor CE Primary School - Pupil Premium Statement of Impact 19/20 and Action Plan
for Spending 20/21**

Head Teacher: Sacha Strand Lead Governor: Elizabeth Croft			Deputy Head Teacher: Vicki Edwards		
<u>Pupil Premium Profile [2019-20]</u>					
Number of eligible pupils:			79		
Total pupil premium budget:			101,640		
In 2019/20 the school used the PPG funding in the following ways					
Improve slow progress rates made by pupil premium children. 3 000	Increase pupil to adult ratios to support PP children by deploying afternoon TA for each year group. 44 500	Continue to develop aspirations of some pupils and families for their futures. 1000	Break down barriers reducing pupils' motivation and commitment to learning. 900	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported. 5 350	
Pupils have limited experiences beyond their home life and immediate community (<i>forest school and wrap-around care</i>). 2 500	Improve Low attendance and persistent absenteeism for PP children. 11 450	Uniform support. 150	Pupils have limited experiences beyond their home life and immediate community (<i>trips, including Year 6 residential</i>). 9 750	Contingency – employed new SENDCo with more experience. 3 days increased to 5 days for the remainder of the school year (March – July). Resources/hard copies of resources provided to keep children learning. 23 040	
Total expenditure = full grant			101 640		
Impact of spending in 2019/20 on:					
- quality of teaching which is good or better improved over the year, including supporting home learning - vulnerable children/families supported, including home learning - Improved attendance and persistent absenteeism starting to reduce - children given a breadth of learning experiences that enabled them to contextualise their learning through review of curriculum (until March 2020 – National Lockdown) - Data outcomes unavailable due to limited number of children physically in school (to obtain reliable data) and cancellation of tests.					

Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available. No statutory assessments or phonics screenings were carried out nationally in summer 2020 due to COVID-19.

2019 KS2 Attainment (14 pupils)

	Pupils eligible for PP 2019	Pupils eligible for PP (national 2019)	Commentary	
% achieving EXPECTED in reading, writing and maths	42.9%	51.4%	One child = 7.1%	
% achieving EXPECTED in reading	50%	62%		
% achieving EXPECTED in writing	57.1%	67.8%		
% achieving EXPECTED in maths	57.1%	67.4%		
Progress score in reading	-1.3	-0.6	Closing gap from previous year (-2.4)	
Progress score in writing	-2.0	-0.5	Closing gap from previous year (-3.5)	
Progress score in maths	-2.2	-0.7	Closing gap from previous year (-2.8)	
	Pupils <u>not</u> eligible for PP 2019	Pupils <u>not</u> eligible for PP (national 2019)	Commentary	
Progress score in reading	0.4	0.3		
Progress score in writing	-0.7	0.2		
Progress score in maths	-0.8	0.3		
Year Group progress (Internal data) 6 Target Tracker steps is expected progress	Reading	Writing	Maths	Comment
Y2	5	5	5	
Y3	6	6	6	
Y4	6	6	6	
Y5	6	6	6	
Y6	7	7	7	

2019 KS1 Attainment (14 pupils)

	Pupils eligible for PP	Pupils eligible for PP (national 2019)	Commentary
% achieving EXPECTED in reading	42.9%	62%	1 child = 7.1%
% achieving EXPECTED in writing	35.7%	54.9%	
% achieving EXPECTED in maths	50%	62.4%	

2019 Phonics Attainment (8 pupils)					
		Pupils eligible for PP	Pupils eligible for PP (national 2019]	Commentary	
% achieving EXPECTED in Y1 phonics		75%	70.9%	There is a continued and sustained upwards trend in Phonics screening for Y1 exceeding national, which demonstrates the expertise in early phonic teaching and targeted interventions.	
% achieving EXPECTED in Y2 phonics (cumulative)		71.4%	85%	Overall the gap is closing but intervention groups will now be started earlier so pupils can consolidate prior learning.	
2019 EYFS Attainment (7 pupils)					
		Pupils eligible for PP	Pupils eligible for PP (national 2019)	Commentary	
% achieving EXPECTED GLD		42.9%	56.4%	1 child = 14.3%	
2019 Attendance					
		Absence % for PP pupils	All pupils [nationally 2019]	Persistent absence % for PP pupils	Persistent absence nationally
All pupils		7%	5%	14%	8%
Attendance at after school clubs		12 weekly sessions were taken up by Key Stage 2 PP children at a range of clubs.			

Pupil Premium Action Plan 2020-21

Planned expenditure Academic year 2020-21: 119,000

Desired outcomes in relation to each priority/barrier	Chosen action / approach How will you ensure it is implemented well?	Costs	Success Criteria
Improve Slow progress rates made by pupil premium children 14 650	Every child receives teaching which is good and frequently outstanding in every classroom every day. Continual raising of teachers' expectations of PP pupils and provision of challenge for these ch in all lessons with targeted foci. Early morning interventions and COVID recovery support to enhance full curriculum. Dedicated speech and language support across the school. Additional swimming booster sessions provided outside of the school day for year 5 and 6.	4 000 8 250 2 400	Disadvantaged pupils make accelerated progress and 'catch up' or exceed prior attainment standards. PP children make more than 6 points progress per year based on Target Tracker.
Increase pupil to adult ratios to support PP children by deploying afternoon TA for each year group. 44 500	Provision of interventions and challenge teaching for children identified as needing to catch-up using extra TAs. Dedicated story time, Daily Reading, whole class and grouped guided reading sessions and no nonsense spelling all introduced to raise attainment in Literacy. Support teachers to refine challenge for all (differentiation) using question analysis for KS2 Termly book trawls and termly assessment data analysis. Deployment of teaching staff to provide booster groups in year 5 and 6 and phonics support for KS1 during the school day.	44 500	Closing the gap with progress and attainment scores throughout the school. Increased pass rate for year 1 phonics and any year 2 re-takes.
Desired outcomes in relation to each priority/barrier	Chosen action / approach How will you ensure it is implemented well?	Costs	Success Criteria and Review?
Continue to develop aspirations of some pupils and families for their futures. Break down barriers reducing their motivation and commitment to learning 17 500	Pupils have a breadth of experiences that enable them to contextualize their learning and engage across the subjects. Curriculum is revised and reviewed to meet this requirement through staff CPD. Employment of subject specialist teachers. Participation in school clubs both during the school day and after school. Pastoral support provided by a Learning and Behaviour Mentor promoting readiness for learning to support specific children. Employment of experienced teacher to fulfil SENDCo role and contribute to well-being team.	1 500 11 000 5 000	Opportunities for breadth of learning are recognised by pupils through pupil voice and evidenced in their work. Reference made to learning through the school newsletter and class web pages.
Pupils with identified social, emotional or	Provision of a range of support staff to remove or alleviate individual social,	3 500	Pupils with identified social, emotional or health needs are supported by school staff so

health needs are supported by school staff so that the needs are removed or alleviated – families are also supported. 5 600	emotional and health barriers including provision of ‘Time to Talk’ sessions (Fegans) Contribution to school uniform. Behaviour management and support, including apprenticeship programme.	500 1 600	that the needs are removed or alleviated Parents express confidence in approaching school. Provision of SENCO time is effective in school to address specific needs for pupils and work with social care as needed Lesson observations show high levels of engagement with learning by PP ch which results in embedded learning seen in summative assessments.
Pupils have limited experiences beyond their home life and immediate community 28 750	Pupils have a breadth of experiences that enable them to contextualize their learning through a range of curriculum enrichment activities provided beyond the classroom including visits to or out of school to enhance/support topic learning. Increase in trips and cultural opportunities – COVID restrictions dependent. Forest Schools Provision (leaders). Wrap round care subsidies to include attendance at sports clubs. Contributions to music lessons provided by East Sussex. Break time support through equipment provided and MDSAs involved with children’s games. IT services provided to support online learning for children and training for staff. Ensure access to working devices.	9 750 10 000 4 000 1 000 2 000 2 000	High participation level for the uptake of music lessons, sports clubs etc, as requested by PP children. Have access to whole curriculum.
Improve Low attendance and persistent absenteeism for PP children 8 000	Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism. Parents made aware of expected attendance levels when they fall below 95%. Follow ESBAS attendance flow chart. Meetings held with parents where necessary. Letters sent to acknowledge the success of improved attendance. Celebrating class attendance through the newsletter and 2D attendance trophy displayed in class with best attendance for the month.	8 000	Updated policy. Absence & persistent absentee rates are at least in line with national or improving. Support given for children unable to attend school – COVID arrangements.
Total expenditure		119 000	