



Pupil premium strategy statement: Sessay CE Federation 2019 - 2020

1. Summary information					
School	Sessay CE Primary School				
Academic Year	2019 / 20	Total PP budget <i>Based on Jan census</i>	£ 15420	Date of most recent PP Review	September 2019
				Date of most recent external PP Review	January 2018
Total number of current pupils	89	Number of pupils eligible for PP	11 (3 service)	Date for next internal review of this strategy	January 2020

Attainment for: 2018-2019	Sessay (10 + 4 service)
% achieving expected standard or above in reading	50%
% achieving expected standard or above in writing	36%
% achieving expected standard or above in maths	57%
EYFS GLD	N/A
YEAR 1 PHONICS	50%
YEAR 2	0%
YEAR 6	50%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Every Pupil Premium child to make good progress across the federation.

B.	To track individual Pupil Premium children to ensure that evidence of impact informs individual needs.
C.	Children's knowledge of vocabulary and basic skills
D.	Leaders to gain a more detailed understanding of pupils with multiple vulnerabilities to accelerate progress for Pupil Premium Pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental engagement for all PP pupils throughout the federation.
F.	Lack of enrichment activities outside of school compared to non PP children due to financial/transport constraints.
G.	Self-esteem, emotional literacy support required.

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Every Pupil Premium child to make good progress across the Federation. High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.</p>	<p>Monitoring cycle is embedded in the school and led by HT, middle leaders and governors</p> <ul style="list-style-type: none"> • Book scrutiny work • Learning walks • Lesson monitoring <p>Monitoring identifies CPD need CPD arranged for staff Impact of CPD monitored as part of cycle Quality first teaching in all areas of school Tracking schools impact on pupil progress Children are able to talk about strategies for learning KS1 and KS2 data shows good progress Quality of T&L judged as good/Outstanding Progress measures gap sch/nat closing Progress in books evident</p>
B.	<p>To track individual Pupil Premium children to ensure that evidence of impact informs individual needs. Individual child trackers. Analysis of the 2018/19 outcomes for pupils will form the basis of 2019/20 development work and planned CPD</p>	<p>2018/19 outcomes analysed Areas for CPD identified – CPD arranged for staff Tracking through 2019 / 20 will show impact on progress of children</p>
C.	<p>Children's knowledge of vocabulary and basic skills Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved. Class ESPaG flipcharts to support independent learning. Spelling Bee competition for all.</p>	<p>Staff CPD on language and literacy increase confidence in this area PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling PP children achieve in line with non-PP children.</p>

<p>D.</p>	<p>PP children with multiple vulnerabilities. Support leaders to gain a more detailed understanding of pupils with multiple vulnerabilities to accelerate progress for Pupil Premium Pupils. CPD in place. Consistency of high expectations of all groups of children.</p>	<p>PP children with multiple vulnerabilities to make expected progress.</p>
<p>E.</p>	<p>Parental engagement for all PP pupils throughout the federation. Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits. Parental understanding of support available. For example, with residential trips, music lessons etc. Monitoring in place to evidence opportunities for all children.</p>	<p>Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children.</p>
<p>F.</p>	<p>Lack of enrichment activities outside of school compared to non PP children due to financial/transport constraints. Support for PP children to attend enrichment activities outside of school. Parental understanding of support available. For example, transport to enable attendance at Young Voices. Music lessons. Monitoring in place to evidence opportunities for all children.</p>	<p>Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children.</p>
<p>G.</p>	<p>Self-esteem, emotional literacy support required. Learning mentor in place across the federation. 1:1 ELSA interventions where necessary to support individuals.</p>	<p>Children have increased levels of self-esteem and wellbeing.</p>

4. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					Total budgeted cost £4500
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Every Pupil Premium child to make good progress across the federation. High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make</p>	<p>CPD School policy documents Identification of pupil barriers to learning Planned, tracked interventions in place</p>	<p>There has been a recent reorganisation of classes / age groups. This means that school need to focus on ensuring consistency of QFT throughout the curriculum.</p>	<p>CPD for staff Development of school literacy strategy specifically for Sessay Development of school numeracy strategy specifically for Sessay School planning format developed and used Planning format to show curriculum personalisation Tracking shows impact of QFT Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring 	<p>HT ES/RC (maths) JW/GG (English)</p>	<p>December 2019 April 2020 July 2020</p>
<p>C. Children's knowledge of vocabulary and basic skills Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved</p>	<p>Systematic phonics / reading / spelling scheme CPD – based on language, literacy and writing CPD – based on word aware teaching Planning to meet needs of a language rich curriculum e.g. vocab focus during guided reading, ESPaG flip charts to support independent learning</p>	<p>Consistency across the federation. Application of weak spelling / grammatical skills in independent writing.</p>	<p>Consistency across federation EYFS Adapting the curriculum to meet children's interest Plan 'in the moment' and assess outcomes for individuals (learning journeys) Development of school literacy strategy Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Pupil voice <p>Focus on school development plan Woven into performance management targets for staff</p>	<p>JW/GG KB/KT/TJ</p>	<p>March 2020</p>

ii. Targeted Support				Total budgeted cost £4000	
<p>B. To track individual Pupil Premium children to ensure that evidence of impact informs individual needs.</p> <p>Analysis of the 2018/19 outcomes for pupils will form the basis of 2019/20 development work and planned CPD</p>	<p>Individual pupil premium children trackers. Systematic phonics / reading /spelling scheme</p> <p>CPD – based on language, literacy and writing CPD – based on word aware teaching</p> <p>Planning to meet needs of a language rich curriculum e.g. vocab focus during</p>	<p>Supplement phonic reading scheme books for home learning. Extend range of reading materials for all.</p>	<p>CPD for staff Development of school literacy strategy specifically for Sessay Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Pupil voice <p>Focus on school development plan Woven into performance management targets for staff</p>	<p>HT JW/GG</p>	<p>December 2019 April 2020 July 2020</p>
<p>Improved outcomes for all pupils in receipt of PP in Maths and English</p>	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.</p> <p>Strategies to accelerate the progress of targeted groups i.e.: pre-teach / catch up / growth mindset work</p> <p>Staff training on improving instant verbal marking and feedback.</p>	<p>Investing some PP in longer term change which will help all children.</p> <p>Extended writing in English for all.</p> <p>Fluency and reasoning in maths for all.</p> <p>An effective way to improve attainment is using high quality feedback. This is a suitable approach which can be embedded throughout school.</p>	<p>Use of staff meetings & inset days to deliver training. Thorough monitoring through work scrutiny, pupil voice & tracking data.</p>	<p>HT JW/GG ES/RC</p>	<p>December 2019 April 2020 July 2020</p>
iii. Other approaches				Total budgeted cost £6500	

<p>D. PP children with multiple vulnerabilities.</p>	<p>Support leaders to gain a more detailed understanding of pupils with multiple vulnerabilities to accelerate progress for Pupil Premium Pupils</p>	<p>Many of our PP children have multiple vulnerabilities. CPD to support teaching approaches.</p>		<p>FB GG/NG</p>	<p>April 2020</p>
<p>E. Parental engagement for all PP pupils throughout the federation. Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits. Parental understanding of support available. For example, with residential trips, music lessons etc. Monitoring in place to evidence opportunities for all children.</p>	<p>Support parents in engaging with school. Regular communication and information given. Monitoring of attendance at extra-curricular clubs and enrichment opportunities. Reinforce open door policy across the federation for all.</p>	<p>There is a need to further increase the engagement of PP children's parents on a regular basis. Parents need to be aware of the importance of supporting learning at home, extra-curricular activities and the impact of these on their children.</p>	<p>Individual parental support given where necessary. Information given to all in newsletters. PP trackers and registers reviewed and analysed regularly.</p>	<p>FB GG/NG All class teachers.</p>	<p>December 2019 April 2020 July 2020</p>

<p>F.</p> <p>Lack of enrichment activities outside of school compared to non PP children due to financial/transport constraints.</p> <p>An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints</p>	<p>School to use PP funding to provide places in after school clubs, school trips and outside school activities. School to provide specialist equipment where necessary.</p> <p>Further develop outdoor learning. School to signpost other funding streams e.g. Carlton Lodge grants</p>	<p>Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP.</p>	<p>Monitor / track attendance at clubs</p> <p>Forest school project – 1 term per class</p>	<p>HT</p>	<p>July 2020</p> <p>Trips/enrichment – outdoor learning</p>
<p>G. Self-esteem, emotional literacy support required.</p> <p>Improving esteem and confidence levels to achieve higher rates of progress.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.</p>	<p>Wellbeing mentors across both schools to support emotional needs of all children.</p> <p>Creating a growth mind set culture in children. For example, 'Is this my best work' rather than 'this will do'</p> <p>Metacognition CPD</p>	<p>Emotional needs being a barrier for behaviour for learning.</p> <p>Consistency in stamina required when learning is challenging.</p>	<p>Principles of growth mindset embedded through assembly, quality marking & feedback. Staff training through staff meetings.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p>	<p>HT GG/NG PB/DP All staff</p>	<p>December 2019 April 2020 July 2020</p>
Total budgeted cost				<p>£ 15, 000</p>	