



SIBFORD GOWER ENDOWED PRIMARY SCHOOL PUPIL PREMIUM STRATEGY & IMPACT

Report to Parents for period September 2019 to August 2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Principles

At Sibford Gower Endowed Primary School:

We work hard to ensure that teaching and learning opportunities meet the educational needs of all pupils.

We monitor the attainment and progress of all children, including those who belong to statistically vulnerable groups. This includes assessing and addressing the needs of socially disadvantaged pupils, including those children who have, or have previously had, free school meals (FSM).

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Whilst pupil premium funding will be allocated to address the needs of our FSM pupils, children other than those identified on the FSM register may also benefit from inclusion in group interventions or opportunities funded/part-funded through Pupil Premium Grant.

Overview of 2019-20 cohort

There were three Pupil Premium pupils **exiting KS1** in this academic year, and 4 Pupil Premium pupil **exiting KS2**.

	Ever FSM children	Post LAC	Children from Service families	Total
No. of eligible pupils	14	1	0	15
Pupil premium funding received £	£17,164	£2300	0	£19,464
Total £	£17,164	£2300	0	£19,464

These figures are based on 7 months of the % budget to April 2020 and 5 months of the % budget from April 2020. Pupil numbers reflect those pupils who remained with us for the full academic year which means there is a slight discrepancy between pupil numbers and the funding figure.

Barriers to learning applicable to the 2019-20 Pupil Premium cohort	
This is a varied cohort in terms of attainment, background and learning need. All of these children are subject to one or more of the barriers to learning listed below. 59% of this cohort joined the school after the beginning of their Reception year, with 17% of them joining the school during this academic year. 33% are also on the SEN register and experiencing SEN that are a significant barrier to learning.	
1.	Impact of Covid 19 and national lockdown, including risk of limited access to online learning
2.	Gaps in learning for some pupils.
3.	Additional Special Educational Need.
4.	Behavioural/Emotional Needs
5.	Lack of access to cultural opportunities outside school.
6.	Lack of funding for resources, trips etc.
7.	Increased levels of anxiety around learning.
8.	Limited parental engagement/support
9.	Low rates of attendance

Provision:

One of the benefits of working in a small school is that we know our pupils well and are able to take an individual-focused approach to addressing any learning needs. This means that feedback to children about their learning is highly personalized and we are able to make informed judgements about whether and when particular children will gain/are gaining most benefit from individual and small group work or from a focus on inclusion.

In addition to a core focus on attainment and progress within the curriculum, with a particular focus on key skills and concepts, we also consider the other factors that may hinder/support a child's development as a learner.

Some support is aimed at improving the well-being and engagement of specific pupils in response to their identified needs, as well as developing social skills such as collaborative working through learning approaches such as Forest School, as we believe that this has a positive impact on wider learning outcomes.

Throughout the school, we have a developing focus on developing a growth mind-set in our pupils, through Building Learning Power and P.E Personal Challenges, which develop their ability to better understand themselves as learners and to recognise the ways in which they can develop as learners.

We measure the impact of Pupil premium funding allocation by closely monitoring and tracking the impact of specific interventions and/or additional support on learning so that we can be confident that we are using our funding in the most effective way. Where the evidence indicates that a particular approach may not be benefiting a pupil or group of pupils, we adapt our approach accordingly.

In academic year 2019-20, Pupil Premium funding was used in the following ways:

In line with what we know about the positive impact on attainment of investment in high quality staffing, the main focus for Pupil Premium spending was on additional staff hours and training to provide impactful additional support within the classroom and through focused interventions by:

- The funding of specific Intervention Teaching Assistants in Key Stage 1 and Key Stage 2.
- The part funding of TA hours to work with Pupil Premium pupils in both Key Stages, ensuring sufficient TA support within classes in both key stages where there were clusters of PP pupils with additional needs.

- Through the above, the provision of small group and 1 to 1 personalised learning programmes to meet the needs of individual children, either by the TA or the class teacher, which has focused on aspects of literacy and numeracy, as well as behaviour support.
- This staffing map allowed additional time for key staff to focus on support for vulnerable pupils during lockdown (Covid 19), either in school or through regular welfare checks and personalised support.

In addition to this, funding has been used for:

- Additional ARCH reading/speaking & listening support for individuals.
- To cover the costs of any training needs identified to support the learning and behaviour support needs of FSM individuals/groups so that additional support is skilled and purposeful.
- Financial support to ensure access to educational trips, clubs and cultural events, where it was judged that this would have a beneficial impact on the learning and engagement of the individual.
- Funding for music tuition where it was felt this would raise 'cultural capital'/pupil confidence.
- Allocated staff hours for the ICT team to set up ICT resources to support home learning during lockdown by enabling access to online resources.
- Additional childcare support through ASC and breakfast Club where it was judged that this was necessary to support the family in ways which would have a positive impact on the well-being and learning of the pupil.

Action	Cost
Allocation & training time of staff for Pupil Premium support	£17,383
Arch Reading Support	£750
Financial support for trips and access to Clubs	£125
Play Therapy	£675
Breakfast Club and After School Care places	£89
Peripatetic Music/singing lessons	£442
Total	£19,464

Impact

Because of Covid-19 and the national lockdown, we are unable to provide any statistical data in terms of impact on learning outcomes for pupils for academic year 2019-20.

Our staffing patterns meant that we were able to welcome many of our pupils who attract Pupil premium funding, and other pupils we considered to be educationally 'vulnerable', back into school during the summer term regardless of year group.

We were also able to ensure that those families experiencing financial hardship had sufficient ICT resources, in the form of loaned school laptops, to enable access to online home learning resources, including tasks set by their class teacher.

Planned Expenditure 2020-21

Identified barriers to learning for 2020-21 cohort	
This is a varied cohort in terms of attainment, background and learning need. All of these children are subject to one or more of the barriers to learning listed below. 31% of this cohort joined the school after the beginning of their Reception year and all have been affected by Covid 19 and the national lockdown to some degree.	
1.	Significant gaps in learning for some pupils
2.	Significant disruption to learning as a result of Covid 19
3.	Additional Special Educational Need.
4.	Behavioural/Emotional Needs
5.	Move from another school – disruption to continuity in learning
6.	Lack of access to cultural opportunities outside school.
7.	Lack of funding for resources, trips etc.

8.	Increased levels of anxiety around learning.
9.	Limited parental engagement/support
10.	Low rates of attendance/issues impacting attendance
Desired outcomes	
1.	Gaps in learning are accurately assessed and addressed with timely and appropriate interventions put in place so that there is no disproportionate impact of Covid 19 on learning outcomes for this cohort and subsequent learning is built on secure foundations.
2.	Improved rates of progress and attainment, particularly in literacy & numeracy.
3.	Increased levels of engagement in learning, across and beyond the wider curriculum
4.	A positive attitude towards learning, with children showing greater independence and awareness of themselves as learners (effective meta-cognition).
5.	Improved well-being
6.	Increased attendance rates, as appropriate
7.	Increased aspiration linked to the raising of 'cultural capital'

Our pupil premium allocation for academic year 2020-21 is currently anticipated to be £21,168. It is intended that this funding is spent in the following ways:

- The funding of specific Intervention Teaching Assistant hours in Key Stage 1 and Key Stage 2.
- The part funding of TA hours to work with Pupil Premium pupils in both Key Stages, ensuring sufficient TA support in KS2 where there are clusters of PP pupils with additional needs.
- Additional TA hours to provide learning support/booster work for specific periods of time
- Through the above, the provision of small group and 1 to 1 personalised learning programmes to meet the needs of individual children, either by the TA or the class teacher, focused on aspects of literacy and numeracy, as well as behaviour support.
- ARCH reading/speaking & listening support for individuals.
- To cover the costs of any training needs identified to support the learning of FSM individuals/groups so that additional support is skilled and purposeful.
- To purchase new school uniform for PP pupils where this would cause financial hardship for families.
- The purchase of further educational apps to provide and support independent access to activities intended to address specific learning needs, aimed at accelerating learning.
- The purchase of any additional resources identified as appropriate to meet the needs of Pupil Premium pupils, including access to services and additional tuition, such as music tuition (possibly virtual).
- Play Therapy to support with emotional and behavioural needs.

The following is intended but the organisational impact of our response to Covid 19 may affect this

- To fund 'Forest School' cover, as needed, to release one of our trained Forest School Leaders to facilitate purposeful, ongoing outdoor learning with a focus on Pupil premium pupils
- Financial support to ensure access to educational trips where it is judged that this will have a beneficial impact on the learning and engagement of the individual.

Although we are continuously reviewing the effectiveness of elements of this strategy, it will next be **formally** reviewed in **September 2021**.