

SPARSHOLT PRIMARY SCHOOL Pupil premium strategy statement 2020-21

1. Summary information					
School	Sparsholt C of E Primary School				
Academic Year	2020-2021	Total Anticipated PP budget (FSM/Ever6) (April 2021)	£9415	Date of most recent PP Review	Oct 2020
		Total Anticipated SPP budget (Service Children) (April 2021)	£1550		
Total number of pupils	130	Number of pupils eligible for PP:		Date for next internal review of this strategy	Feb 2021
		FSM/Ever6	7		
		Service	5		

PUPIL PREMIUM REVIEW: Academic Year 2019/2020

How was Pupil Premium (PP) Funding Used During the Previous Academic Year 2019 / 2020 and what was the impact of this spending?

Total Pupil Premium Funding Received for PP Pupils on roll Academic Year 2019 / 2020:	£16035
No of pupils eligible (FSM/Ever6):	11
No of pupils eligible for SPP	4

How was this funding spent?

Due to the small size of the school and small proportion of eligible children, details of precise use of funding for each individual is recorded in case-studies held by the school.

In summary the range of supports included:

- Additional LSA support to address specific aspect of learning.
- Additional teaching from teacher to pre-teach, reinforce key skills or direct learning in order to challenge.
- Individual PSHE support to develop changed patterns of behaviour/ actions.
- Weekly ELSA support for emotional support/ learning as needed.
- Subsidising of costs for school trips and experiences to ensure full participation and engagement with planned learning of social development and across breadth of curriculum.
- Individualised approaches to praise/ encouragement to develop emotional learning and confidence. Subtle provision and prioritising of additional opportunities, such as performance, drama, music, sports competition participation in order to develop self-esteem, peer acceptance and raise aspirations.
- Subsidising of costs to enable equal access to provision e.g. music peripatetic learning, to impact positively on self-esteem.

Did these barriers affect learning outcomes for those children eligible for PP funding in 2019/20?

Sparsholt School Academic Year 2019/20

Due to Covid 19, and the closure of schools for the majority of pupils, no children undertook statutory assessments at the end of EYFS, KS1 or KS2 or took the Phonics screening check.

Are there data trends over time?

At EYFS, Y1 Phonics screening, KS1 and KS2 assessment points there have not been any children in receipt of PP funding consistently over the last 3 years so 3 year trend data is absent.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Access to extra-curricular activities- educational experiences such as visits, music lessons, after school clubs.
B.	Access to language-resilience to reading, stamina in writing and mastery in maths
C.	Access to additional trained Emotional Literacy Assistants and Thrive Practitioner.
D.	Social, emotional and behavioural needs of pupils can impact on positive attitudes to learning
E.	20% of PP children have additional SEND requiring individual intervention to address specific requirements

2. Desired outcomes	
A.	100% pupil premium pupils to achieve at least Age Related Expectation in reading, writing and maths in all year groups
B.	100% pupil premium pupils to access an after school club of their choice.
C.	Attendance for pupil premium pupils to be as high as non-pupil premium pupils.
D.	PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning
E.	100% of PP children to have attended Residential trips by the end of Year 6
F.	100% of PP children to have access to all extra-curricular based activities and educational experiences including music lessons, sports activities, trips etc.

3. Planned expenditure

Academic year

2020-2021

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

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?
To accelerate progress of pupils in maths	<p>Staff training from HIAS maths Consultant on effective planning structures that will facilitate a clear learning journey ensuring stretch and challenge for all.</p> <p>Maths Subject Leaders to attend Solent Maths Hub and cascade information to staff on approaches discussed including understanding techniques for approaching problem solving and reasoning tasks especially at Greater Depth and ensuring challenge happens in all maths lessons.</p> <p>Consistent use of White Rose resources for fluency and mastery including development of a clear whole school calculation policy.</p>	<p>We want to ensure that PP pupils can achieve high attainment standards as well as making good progress from their starting points. We use the White Rose scheme to improve conceptual understanding by using concrete/pictorial representations. Clear planning structures will ensure children are continually stretched and challenged through the learning journey and include opportunities to develop fluency whilst providing suitable challenges in reasoning. National tests have shown that particularly at KS1, Greater Depth is not being achieved by PP children.</p>	<p>HIAS Consultant will, in consultation with staff, advise on the development of a clear planning structure that will ensure all elements of a learning journey are incorporated.</p> <p>Maths Leaders will be supported by Solent Maths Hub to provide good staff training regularly to ensure staff are supported with the teaching of Maths and provided with clear and consistent advice.</p> <ul style="list-style-type: none"> • Use of White Rose Maths Scheme will ensure clear progression through objectives. • Staff use of whole school calculation policy will ensure consistency of approach and building of ideas through the school. • Lesson observations to ensure clarity of understanding in approaches. • book monitoring 	MM / CB	Termly
Fluency and comprehension in reading	<ul style="list-style-type: none"> • Staff training from HIAS English Consultant and English Leader on the teaching of Guided Reading ensuring focused approaches are used to ensure rapid progress in both fluency 	<ul style="list-style-type: none"> • Improve standardised score in reading assessments to ensure good progress is made from starting points including achieving Greater Depth. National tests have shown that particularly at KS1, Greater Depth is not being achieved by PP children. 	<ul style="list-style-type: none"> • HIAS Consultant and English Leader will advise and train staff. English leader will regularly monitor Guided Reading sessions and provide additional guidance. English leader will ensure reading resources are targeted and suitable for all pupils. 	EH Librarian Class teachers / LSA's	Termly and as needed.

	<p>and comprehension especially in light of school closures due to Covid 19.</p> <ul style="list-style-type: none"> Inspire a love for reading by making the new library area the hub of the school and using a dedicated member of staff to advise and support children in reading for pleasure at school and at home. Hold Family reading nights to encourage all members of the family to partake in reading 	<ul style="list-style-type: none"> Ensure PP children have access to a range of books/ reading materials outside of school as this is not always the case. Ensure more children are reading for pleasure as this is an important aspect to accelerate progress. Parental engagement with reading is essential for ensuring children progress in both decoding and comprehension. 	<ul style="list-style-type: none"> Reading records will be provided for all children to ensure children are reading regularly at home including advice to parents about the importance of reading. Librarian will track the reading preferences /activities of children and advise/ support them in making good choices on what to read. 		
Total budgeted cost					£2000
ii. Targeted support					
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?
Improved progress for pupil premium pupils.	<p>1:1 and small group intervention provided for PP pupils to accelerate progress to in line or above non-pupil premium pupils.</p> <p>Staff will receive further training on interventions from HIAS Educational Psychologist, SENCo.and by attending relevant training.</p> <p>SENCo will attend professional accreditation training to ensure whole school approach is suitable.</p>	We expect our PP pupils to make greater progress from their starting points and have interventions in place in specific areas of their learning to support with this. For example, comprehension, spelling, maths reasoning.	<p>Organise timetable to ensure staff delivering provision have sufficient time to prepare and deliver interventions (Early Bird Intervention).</p> <p>A record of intervention and impact is recorded weekly to monitor success and changes made where necessary.</p> <p>Staff will be provided with high quality training on how to deliver meaningful interventions.</p> <p>SENCo along with CTs will regularly review success of interventions.</p> <p>Well targeted resources will be purchased to support with interventions.</p>	JG	Half termly.
Total budgeted cost					£3500

iii. Other 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	When will you review implementation?
Increased attendance rates.	Head teacher monitors attendance of PP pupils to ensure attendance remains high and that no patterns emerge of non-attendance.	Our high academic targets for PP pupils require high attendance. This is closely monitored	Head teacher will review attendance weekly for PP pupils and action communication and parent meetings where required.	EH	Weekly and overview against non-pp half termly.
PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning	Two trained ELSAs provide targeted support to pupils and address any concerns/actions/additional support required from the class teacher. Thrive practitioner has been employed to offer additional support when needed.	We know that children learn best when they are happy. We must ensure we do whatever we can to support our pupils and will check in on PP pupils regularly to monitor well-being and welfare and provide targeted support programmes for mental health and well-being.	The SENCo will work closely with the ELSAs and Thrive practitioner to ensure work is focused directly on the needs of the pupil.	JG / Class teachers / ELSA / LSA's	Ongoing discussions between the SENCo and ELSAs/Thrive practitioner ensure sessions meet the needs of the pupils.
PP Children will not be disadvantaged due to lack of access to technology if remote education has to be undertaken due to Covid 19	The school will ensure that technology is provided to enable PP children to access the school's VLE and recommended online learning resources in the event that pupils have to access remote education due to Covid 19 related issues.	PP children may be disadvantaged due to lack of facilities to enable successful remote learning.	The school have signed up to the Government scheme for the provision of devices in the event of remote learning being necessary due to Covid related issues.	EH/CS	As needed.
PP pupils have full access to all aspects of school life.	All PP pupils are financed for provision of their choice, including, music tuition, visits, residential, after school sports. The necessary equipment is provided for them to access these.	The school core values of Courage, Compassion and Creativity are at the heart of all we do. We believe all our children should have opportunities to develop these values through all aspects of school life. We are pro-active at inviting Pupil Premium children to participate and ensure they have opportunities to dig deep and flourish through participation in all enrichment activities including extra-curricular activities	The Deputy and Head track the inclusion of PP pupils in additional activities. Any gaps are identified and are proactively discussed with the pupil and parents.	EH/JG	Half termly
Total budgeted cost					£5465