

Sproatley Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Sproatley Endowed CE Primary Academy
Pupils in school (Reception - Year 6)	102
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	September 2021
Statement authorised by	Diana Hoskins
Pupil premium lead	Gillian Pepper
Governor lead	Chris Smith

Evaluation of provision for the last academic year 2020-21

Our Behaviour and Wellbeing Lead supported children which improved self esteem and engagement. This is evidenced through pupil voice records and feedback from teachers and parents.

We worked with families attending multi agency meetings, providing emotional support and applying for free school meals.

Our close monitoring of attendance of persistent absentees and analysing reasons, specifically for the disadvantaged children's group, and then following up and supporting families to improve attendance. This led to improved relationships with families.

During partial school closure 100% of our disadvantaged children (and school identified vulnerable pupils) were in school accessing learning with their usual teacher. If these children had to isolate weekly welfare calls were made and school meals made available.

Interventions to improve basic skills in reading, writing and maths led to improved outcomes. Selected vulnerable disadvantaged children had individual interventions run by school staff and this impacted positively on closing the gap.

All children in KS2 were provided with a chromebook during partial school closure and some KS1 pupils accessed this also. Where children were not able to access online learning individually, bespoke packs were provided, enabling learning to continue. 1 pupil could not access learning due to specific circumstances leading to lack of internet, for this child a DFE device was provided to enable access. Work and engagement was monitored and where pupils became vulnerable due to not accessing work we ensured places were given in school.

Strategy aims for disadvantaged pupils

Measure	Activity
To diminish the difference in achievement for disadvantaged pupils and non-disadvantaged pupils by meeting their emotional and mental health needs.	Regular monitoring of these pupils as part of our weekly meeting between teachers and Behaviour and Wellbeing Lead. Identify emotional and mental health needs early and put in place tailored support.

To diminish the difference in achievement for disadvantaged pupils and non-disadvantaged pupils	Close monitoring of internal data captures and book scrutiny to identify gaps in learning and meet needs through quality first teaching and focused intervention.
To build aspiration in our disadvantaged pupils to match that of their non-disadvantaged peers.	Fund after school clubs, music tuition and residential as required for our disadvantaged pupils. Hold an annual career fair to build understanding of career paths and different routes into careers.
Projected spending	£12,105.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2021
Progress in Writing	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2021
Progress in Mathematics	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2021
Phonics	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2021

Targeted academic support for current academic year

Measure	Activity
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	<p>In line with the SDP, to continue to develop the secure implementation of basic English and maths skills to underpin learning in all subjects through:</p> <p>Intervention programmes.</p> <p>Booster/revision sessions for Years 6 in maths and English.</p> <p>Whole class guided reading.</p> <p>1:1 reading and small reading groups</p> <p>Use of Lexia software.</p> <p>Phonics Year 1: Children in Year 1 will be assessed regularly using past screens to identify any gaps and be provided with extra support early though</p>

	<p>intervention work, or taught using alternative strategies using TA support in class.</p> <p>Phonics Year 2: Children assessed at the beginning of Y2 to assess a baseline as no screen took place in June.</p> <p>Small intervention groups will focus on filling gaps and will continue until all children have met the standard.</p>
To diminish the difference in achievement for disadvantaged pupils and non-disadvantaged pupils by meeting their emotional and mental health needs.	<p>Behaviour & wellbeing lead hours in place to meet increasing need for emotional support work.</p> <p>Wellbeing teaching is embedded into the curriculum as are daily check-ins.</p>
Barriers to learning for these priorities address	<p>Limited funding and therefore limited capacity to support. More identified need than funding.</p> <p>Curriculum time pressures.</p>
Projected spending	£6052.50+

Wider strategies for current academic year

Measure	Activity
To build aspiration in our disadvantaged pupils to match that of their non-disadvantaged peers.	<p>Fund music tuition - fund a wide range of music tuition and open this to all disadvantaged pupils.</p> <p>Trips/Visits/Clubs - fund all for disadvantaged pupils.</p> <p>Hold a careers fair annually.</p>
Barriers to learning these priorities address	Parental aspiration and engagement with school.
Projected spending	£6052.50+

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Curriculum time pressures.	Plan a recovery curriculum to ensure that the essential elements of the Curriculum are prioritised.
Targeted support	Limited funding and therefore limited capacity to support. More identified need than funding.	Stretch the funding more to support all children identified as vulnerable and not solely those children identified as disadvantaged via the pupil premium. More whole class wellbeing lessons.
Wider strategies	Parental aspiration and engagement with school.	Continue to build close and supportive relationships with parents through the work of the Behaviour & Wellbeing leader.

