

Pupil premium strategy statement:

Name of school: Smarden Primary School

Rationale

Smarden School is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, we aim to ensure that focussed support and pastoral care outside of QFT is given to children that require it, so that they are achieving their full potential. There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group and this is reviewed termly.

How well are we doing at raising attainment for disadvantaged pupils at Smarden School?

As a school we understand we need to focus on early intervention, particularly in EYFS and KS1 to ensure pupils make at least as much progress as their peers, with the focus very much on disadvantaged pupils making accelerated progress. Our main challenge is in supporting pupils who are disadvantaged and also SEN, to meet Age Related Expectations in line with their peers. This remains the most significant barrier to future attainment of disadvantaged pupils and therefore vital for us to focus on. We are also keen to improve the attendance of our disadvantaged pupils as we know this needs to further improve.

1. Summary information					
School	Smarden				
Academic Year	2019/2020	Total PP budget	£12,239	Date of most recent PP Review	September 2020
Total number of pupils	120 + 25 in pre-school	Number of pupils eligible for PP	11	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)
SEN Emotional health and well-being.

Attendance	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps between the achievement of disadvantaged pupils and that of other pupils especially in reading.
B.	Lack of exposure to high quality speaking and listening leading to poor oral language skills and lower vocabulary.
C.	Social, emotional and behavioural difficulties which have a detrimental effect on academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance
E.	Lack of educational aspiration.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That the child comes to school feeling happy, safe and confident. They develop a passion for learning and become reflective, independent life- long learners.	All pupils are happy, feel safe and confident (as measured by Boxhall profile online) at school. Pupils are resilient and do not give up when they find learning hard. Pupils want to come to school – attendance also improves.
B.	That children with low starting points at the beginning of school and within each year make accelerated progress to bring them to the level at which they should be working. Also, those higher achieving pupils eligible for PP funding continue to make good progress from their starting points.	Pupil attainment and progress.
C.	Increased attendance rates for pupils eligible for PP funding.	Increased attendance for PP pupils.

1. Summary information for 2020-2021					
Academic Year	2020/2021	Total PP budget	£14,795 (based on number of FSM pupils in Jan 2020 census)	Date of most recent PP Review	September 2020

Total number of pupils	120 + 27 in pre-school	Number of pupils eligible for PP	16 (as of Dec 2020)	Date for next internal review of this strategy	September 2021
-------------------------------	---------------------------	---	---------------------	---	----------------

2. 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 improve progress in reading, writing and maths, <i>particularly in writing.</i>	Talk4writing approach across all key stages. (T1)	We need to improve the progress of pupil premium children in writing. Talk4Writing is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. Staff will receive training from Pie Corbett.	Book Moderation Lesson observation (SLT and Peer) Pupil Voice Pupil Progress meetings with SLT. Pupil attainment. Pupils wellbeing and involvement.	C Miller R Pickering	Termly
	Monster phonics	Children will engage in multisensory activities to develop phonological awareness through a unique colour-coded system, creating confident readers and writers.	Evidence of strategies being used in lessons (planning and delivery). Pupil Voice Pupil Progress meetings with SLT. Pupil attainment. Pupils wellbeing and involvement. Phonics Screening results.	Toni Evans C Miller H Cannon	Termly
	Mathematics Mastery.	This will improve teaching consistency in mathematics throughout the school.	Book moderation lesson observation pupil voice pupil progress meetings pupil attainment pupil well-being and involvement	H Bedford Cooper	Termly
	Times tables Rockstars	Children to be able to quickly recall times tables.	Children in Year 4 to achieve high scores in times tables test.	H Bedford Cooper	Termly

			Pupil Voice Formal and informal assessments Pupil Progress Meetings Pupil attainment		
	Spelling Shed	The teaching of spelling is consistently planned throughout the school to ensure progression.	Spelling improves % of children achieving Expected in writing increases.	C Miller	Termly
	Accelerated Reader	Children are always reading books that are in their Zone of Proximal Development. All children are being stretched and work towards personalised targets.	% of children who achieve expected and above expected in reading increases. pupil voice pupil progress meetings pupil attainment pupil well-being and involvement	C Miller	Termly
	Chrome books for all Pupil premium pupils to be taken home in case of lockdown.	All children have equal access to online learning.	% of pupils engaged in online learning increases. All PP pupils are completing online learning in the case of another lockdown.	C Miller	Termly
Total budgeted cost					£3,438

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?
To identify barriers for learning through formative assessment	Administer a range of assessment, including: Speech & Language Link Phab2 Working Memory Scale External assessments – Educational Psychologist when necessary.	Children's barriers to learning need to be identified through a range of assessments that focus on phonological skills, working, auditory & visual memory, speech and language development, numeracy, reading and comprehension skills.	Assessments are analysed and strategies and interventions are put in place to support the child. Monitoring of class Provision Maps and Intervention records.	C Miller	Termly
To improve progress in reading, writing and maths	Extended learning and mentoring scheme – 1 hour tutoring from a qualified teacher or HLTA either before or after school for all PP pupils in Year 3 and above.	Small, short term group interventions with highly qualified staff have shown to be effective.	Impact overseen by SENCO/PP lead. Pupil attainment. Pupils wellbeing and involvement.	C Miller	Termly
	Small group interventions <ul style="list-style-type: none"> - Extra phonics - Sensory circuits - Handwriting - Extra spelling - Booster writing - Maths 	Small, short term group interventions with highly qualified staff have shown to be effective.	Impact overseen by SENCO/PP lead. Pupil attainment. Pupils wellbeing and involvement.	C Miller	Termly
Total budgeted cost					£2000
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?
To further develop resilience through a focus on pupil wellbeing	Forest school- training for Level 3 Forest school leader	It has been proven that children gain confidence and improve self-esteem which can impact on emotional and mental well-being as well building resilience and independence.	observations pupil voice	J Pickles S Petit-pierre	Termly
To improve mental health and well-being	Play therapist	Pupils can only learn when they are emotionally ready. Social and emotional factors negatively impact on academic progress.	Boxhall Profile pre and post sessions	C Miller	Termly

Improve access to wider opportunities for disadvantaged children.	50% of all school trips including residential trips to be paid.	Pupils are not discriminated due to financial hardship. Providing wider opportunities for pupils beyond the school gives pupils rich inspirational experiences. They also allow pupils to develop social interaction and increase level of wellbeing and involvement.	pupil voice Children's wellbeing and involvement increases. Feedback and work produced demonstrates the impact on pupils.	C Miller	Annually
For pupils to come to school feeling happy, safe and confident.	Wrap around care – free to PP children.	Breakfast clubs are known to enable pupils to start the day in a healthy and calm manner. It will also allow pupils to develop social interaction and increase level of wellbeing and involvement.	Observation Pupil voice Parent surveys	E Rice	Annually
To increase the rate of attendance for disadvantaged pupils.	To increase parental engagement and build a positive relationship with parents and the school. Children are rewarded for 100% attendance per term (6 x a year). At the end of the year, they are awarded with bronze, silver, gold or platinum certificates and medals for continuous attendance.	Parents of disadvantaged children do not engage with the school in comparison to those who are not from a disadvantaged background. Parents are invited to parent workshops, parent forums training, e-safety training. Training to support access to school social media and blogs. Coffee mornings.	Monitor attendance at Parents evening and other events. Class Teachers to monitor attendance on a daily basis. HT to monitor on a weekly basis.	C Miller	Annually
Total budgeted cost					£9000

3. Review of expenditure - £14,180				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve progress in reading, writing and maths	Talk4writing approach across all key stages. (T1)	Lockdown meant that some Talk4Writing courses were cancelled.	To be continued.	£421
	Monster phonics	Successfully introduced into school with training for staff and reading books purchased. Lockdown meant that some children missed out on this, although online learning used the resources.	To be continued.	£1806
	Power Maths	Research based maths resource based on White Rose planning. This will improve teaching consistency throughout the school.	This has been replaced by Mathematics Mastery.	£200
	Times tables Rockstars	Children to be able to quickly recall times tables. This was used for learning during lockdown. But Times tables data not available due to lockdown.	To be continued.	£157
	Spelling Shed	The teaching of spelling is consistently planned throughout the school to ensure progression. Used throughout lockdown.	To be continued.	£300

	Accelerated Reader	Children are always reading books that are in their Zone of Proximal Development. All children are being stretched and work towards personalised targets. Used during lockdown.	To be continued. Reading attainment continues to be strong post lockdown, partly due to use of AR during lockdown.	£150
--	--------------------	---	--	------

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To identify barriers for learning through formative assessment	Administer a range of assessment, including: Speech & Language Link Phab2	Resources were purchased and some use of these made to identify learning difficulties. Lockdown significantly affected the impact of this.	To be continued.	£810
To improve progress in reading, writing and maths	Extended learning and mentoring scheme – 1 hour tutoring from a qualified teacher or	Small, short term group interventions with highly qualified staff have shown to be effective.	To be continued.	
	BEANSTALK reading	Progress of PP children's reading is lower. BEANSTALK reading volunteers are highly qualified and well-trained and have been shown to have significant positive impact on reading progress.	This did not happen because a reading volunteer could not be found by BEANSTALK. Then lockdown happened.	
	Small group interventions Rapid maths Extra phonics Sensory circuits Handwriting Extra spelling Booster writing	Small, short term group interventions with highly qualified staff have shown to be effective.	To be continued.	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To further develop resilience through a focus on pupil wellbeing	Forest school	It has been proven that children gain confidence and improve self-esteem which can impact on emotional and mental well-being as well building resilience and independence.	To be continued.	£1000
Improve access to wider opportunities for disadvantaged children.	50% of all school trips including residential trips to be paid.	Pupils are not discriminated due to financial hardship. Providing wider opportunities for pupils beyond the school gives pupils rich inspirational experiences. They also allow pupils to develop social interaction and increase level of wellbeing and involvement.	To be continued.	£1000
For pupils to come to school feeling happy, safe and confident.	Wrap around care – free to PP children.	Breakfast clubs are known to enable pupils to start the day in a healthy and calm manner. It will also allow pupils to develop social interaction and increase level of wellbeing and involvement.	To be continued.	£500

<p>To increase the rate of attendance for disadvantaged pupils.</p>	<p>To increase parental engagement and build a positive relationship with parents and the school. Children are rewarded for 100% attendance per term (6 x a year). At the end of the year, they are awarded with bronze, silver, gold or platinum certificates and medals for continuous attendance.</p>	<p>Parents of disadvantaged children do not engage with the school in comparison to those who are not from a disadvantaged background. Parents are invited to parent workshops, parent forums training, e-safety training. Training to support access to school social media and blogs. Coffee mornings.</p>	<p>This has been impacted significantly by Covid. However, all disadvantaged families were offered places at school during lockdown. Many attended.</p>	
---	--	--	---	--

<p>4. Additional detail</p>