



Seal CE Primary School – Pupil Premium Strategy 2019 – 2020

1. Summary Information			
School	Seal CE Primary School		
Academic Year	2019 - 2020	Total Pupil Premium budget: £97,000	Date of most recent PP review: 08/19
Total number of pupils	295	Number of pupils eligible for PP: 69	Date of next internal review of this strategy: January 20 then July 20

2. Attainment 2018-2019	
Seal CE Primary figures for pupils eligible for Pupil Premium	
% achieving expected standards in reading, writing and maths	85%
% making expected progress in reading	92%
% making expected progress in writing	92%
% making expected progress in maths	85%

3. Barriers to future attainment
In-school barriers
Pupils being ready to learn
Poor learning skills e.g. organization, grit/perseverance and aspiration
Gaps in learning
External Barriers
Consistent attendance and punctuality
Access to resources, such as books, libraries, life experiences
Lack of regular routines including home reading, homework, spelling and having correct equipment in school (e.g. PE kit)

4. Desired Outcomes

Pupils can access learning. In class because their physiological, safety, belongingness and esteem needs are met

Gaps are identified and targeted teaching/interventions teach to gaps

Pupils are exposed to a wide range of social/cultural and sporting experiences

5. Planned Expenditure

Pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met.

Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Family Liaison Officer (FLO)	£20,165	<p>Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p> <p>The FLO works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available.</p>	<p>Attendance is monitored by Head of School and Attendance Governor.</p> <p>The FLO with log number of families supported.</p> <p>Attainment and Progress of pupil premium pupils will be monitored.</p>	Lorraine Butler	September 19 start, review January 2020 and June 2020
Well-being sessions and curriculum	Well-being Curriculum £6000 1:1 well-being £6000	Well-being education builds emotional intelligence and breaks down barriers to learning. Many children come to school not having dealt with emotions from outside of school as well as inside. Well-being sessions allows pupils to address and deal with issues that stand in the way of learning. When looking at the pupils	Ongoing assessment of the class and individual's well-being. Feedback from Mel Brocker and class teachers' use of Leuven scales.	Liz Mitchell	September 19 start, review January 2020 and June 2020

		most vulnerable and in need of 1:1 support, the majority are those eligible for pupil premium funding.			
Nurture Group	£30,000	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. The pupils learning and social and emotional needs are assessed and a curriculum is designed to remove the barriers to learning. There is great emphasis on language development and communication.</p> <p>Our group operates as a full-time provision providing morning sessions for KS1 pupils, lunchtime sessions for the whole school to access and afternoons sessions for KS2 pupils.</p>	Leuven scales and the Boxall profile are used to assess the pupils before they attend the nurture group and then during the sessions and upon exit to assess the effect of the provision on the pupils' well-being and self-esteem.	SENCO	September 19 start, review January 2020 and June 2020
Total cost: £56, 125					

Target: Gaps are identified and targeted teaching/interventions teach to gaps					
Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SENCO Assistant	£16,000	Research shows that this approach to plugging gaps can accelerate learning by up to five months when it is short and regular.	Pupil progress meetings and regular target setting meetings with teachers. Informal monitoring weekly	SENCO	Booster teacher December 2019 and again July 2020.
Booster teacher	£6193				
Teaching assistant	£14,000				
Reading interventions – Lexia and TA intervention for reading	Lexia £1000 Reading - £1546	Reading comprehension intervention can improve learning by an	Pupil progress meetings	SENCO	Review Jan 2020 and June 2020

		additional 5 months over a school year, being particularly effective for older readers not making expected progress.			
Times tables online learning	£91	Repetition and rote learning, along with active learning has proven to be an effective method of remembering.	Pupil progress meetings	Michael Cook	April 2020
Total cost: £38,830					

Pupils are exposed to a wide range of social/cultural and sporting experiences					
Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra curricular music lessons	£1500	There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to attendance, behavior and peer relationship improvement	Leuven scales, pupil and parent conferencing	Lorraine Butler	January 2020
Curriculum enrichment	£1500	Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study.	Monitoring into pupil aspiration Leuven scales	Lorraine Butler	July 2020

		The school helps to subsidise visits and residential trips for pupil premium families			
Total cost: £3000					
Overall projected spend £97, 955					

Pupil Premium Review 18/19

The Pupil Premium (PP) was introduced by the Government in April 2011. It is currently allocated to support the progress of pupils eligible for Free School Meals (FSM), children who have been looked after by an English local authority (LAC) for at least one day, and Service children (children whose parents are in the regular armed forces or are in receipt of a child pension from the Ministry of Defence). The premium is designed to make an impact on attainment for those who achieve less well by ensuring that money to tackle disadvantage reaches the pupils who need it most. The funding comes into school on 1st April each year.

During 2018-2019 67 children were eligible for the Pupil Premium grant and this equates to 23.5% of the school population, which compares with the January 2019 National figure of 15.1%

The Pupil Premium is additional to main school funding and will be used by Seal CE Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the students who need it most to support and improve their learning.

Objectives

Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers. As far as its powers allow, Seal CE Primary School will use the additional funding to maximise achievement for children eligible for Pupil Premium. We will also look to support Pupil Premium children's participation, where appropriate, in extra-curricular activities and music lessons.

We will monitor this additional funding to make sure it reaches the students who need it most and that it makes a significant impact on their education and lives. Reports will be presented at the appropriate school leadership meetings and an annual report made available to parents on the school's website.

Each PP pupil is allocated £1320. As a school our total grant is: £91,080

Spending the pupil premium grant:

During 2018 – 2019 we will continue with our tried and tested list of provisions this academic year and in addition we will use the following approaches :

Approach/provision	Desired impact
Additional teacher for 1 day a week to work with individuals and small groups who are not reaching expected levels of attainment or making anticipated progress in maths.	All pupils eligible for the Pupil Premium grant achieve age related expectations.
Targeted teaching assistant support to accelerated progress in the classroom, and in small group interventions, including reading, vocabulary, speech & language, writing and handwriting practise.	Pupils accessing these interventions will make better than expected progress.
Nurture provision for pupils experiencing social and emotional needs.	Increase in pupils’ well-being and self-esteem.
Subsidies for on and off site curriculum enrichment eg. Summer school at Sevenoaks School, School visits, residential trips and attendance at extracurricular events.	Increase in pupils’ well-being and self-esteem

This will be reviewed by the Executive head, Head of school, Inclusion manager and finance Officer.

Pupil Premium 2018-2019:

Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Impact
Family Liaison Officer (FLO)	£19,626	Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the	Attendance is monitored by Head of School and Attendance Governor. The FLO with log number of families supported.	Head of School	As a result of the FLO’s support and advice attendance increased to 96.7% for the whole school and 96.3%for disadvantaged pupils. This was recognized by the Educational Welfare Officer as a great achievement.

		<p>most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p> <p>The FLO works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available.</p>	Attainment and Progress of pupil premium pupils will be monitored.		
School Counsellor	£4000	Evidence from the Education Endowment Foundation School cites that Social and Emotional Invention programmes have an identifiable and valuable impact on learning and social relationships in school. An additional four months extra progress can also be made on attainment.	Leuven scales will be used to track pupils' well-being and pupil/teacher surveys will be used to gauge progress.	SENCO	All pupils/teachers and parents recorded a noticeable improvement in the pupils' well-being as a result of attending counselling sessions.
Booster teacher	£8000	An additional teacher work with small groups of pupils to accelerate learning and ensure gaps in knowledge are plugged	Tracking data will show whether accelerated progress had been made over the year to reduce the gap between disadvantaged pupils and their non-disadvantaged peers.	Deputy Headteacher	Pupil premium pupils at the end of key stage 2 out-performed non-disadvantaged peers nationally in all areas at the expected level of attainment
Teaching assistants	£37000	Research has shown that gaps in children's learning can be plugged with the provision of short term well-planned interventions.	Tracking data will show whether accelerated progress has been made.	SENCO	At the end of key stage 2 pupil premium pupils made greater progress in reading and writing than their non-disadvantaged peers nationally. In school data tracking recorded that most pupil premium pupils made good progress.
Nurture Group	£16000	To date, five nonrandomised studies have researched the effectiveness of nurture group provision by comparing improvements in social and emotional	Boxall Profiles and Leuven scales will be used to monitor progress	Head of School/SENCO	Exit data reveal that most pupils, 11 out of 12 made excellent progress and their Leuven and Broxall profiles

		<p>functioning and academic progress for children with social, emotional and behavioural difficulties (SEBD) in nurture groups compared to students with SEBD that remained in their mainstream classroom. <i>The studies show that students with SEBD are significantly more likely to improve in social and emotional functioning and academic achievement by attending NG provision for at least two terms rather than remaining in their mainstream classroom.</i> All five studies show statistically significant improvements in Boxall Profile scores Two of the three studies that analysed academic attainment for both case and control groups showed a statistically significant advantage in academic progress for students that attended a nurture group compared to those that remained in the mainstream classroom.</p>	throughout the pupil's time in the nurture unit.		<p>showed great progress in well-being and self-esteem.</p> <p>The nurture pupils significantly increased their performance on the Developmental Strand of the Boxall Profile. An increase in developmental scores is correlated with more pro-social behaviours such as: giving purposeful attention; participating constructively; engaging with peers/responding constructively; being emotionally secure; accepting constraints; and being accommodating.</p> <p>In addition, the NG students' performance on the Diagnostic Profile of the Boxall Profile was also enhanced following the provision, as shown by the decrease in the scores. A decrease in diagnostic scores is correlated with less anti-social behaviours such as: self-limiting features (disengaged and self-negating); underdeveloped behaviour (craving attachment and showing inconsequential behaviour); unsupported development (having an insecure sense of self and showing negativism towards self and others, avoiding attachment).</p>
Curriculum enrichment	£1200	Research into cultural capital shows that pupils that are exposed to extracurricular	Pupil surveys	Head of School	Survey data showed that pupils enjoyed extracurricular visits and

		activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families			there was an improvement in their self-esteem and well-being.
Lunchtime Activities		A whole school approach to managing lunchtime behavior is recognized by many authors including Shirley Clarke. Many pupils do not know how to interact with each other and need to be shown how to play games etc in order to enjoy lunchtime	Monitoring behavior incident at lunchtime	Head of School	There was a noticeable reduction in behavior incidents (25%)with the introduction of lunchtime activities for pupils