

Sayes Court School Pupil Premium Strategy Statement Table of Spending and Impact 2020 – 2021

1. Summary information					
School	Sayes Court				
Academic Year	2020/21	Total PP budget		Date of most recent PP Review	July 2021
Total number of pupils	209	Number of pupils eligible for PP	49	Date for last internal review of this strategy	July 2021

2. Attainment for end of Key Stage 2 2019	2021	2020	2019	2018
Proportion of pupils in Y6 eligible for PP	No data due to Covid	No data due to Covid	33%	39%
% achieving the expected standard in Reading	No data due to Covid	No data due to Covid	70%	56%
% achieving the expected standard in Writing	No data due to Covid	No data due to Covid	80%	67%
% achieving the expected standard in Maths	No data due to Covid	No data due to Covid	80%	56%
% achieving the expected standard in SPAG	No data due to Covid	No data due to Covid	80%	67%
% achieving the expected standard in R,W, M	No data due to Covid	No data due to Covid	70%	44%

Progress for end of Key Stage 2	2021	2020	2019	2018
Progress measure in Reading	No data due to Covid	No data due to Covid	-2.66	-0.7

Progress measure in Maths	No data due to Covid	No data due to Covid	-0.39	-1.71
Progress measure in Writing	No data due to Covid	No data due to Covid	-1.61	0.65

3 . Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

- A. Oral language skills in Reception are lower for pupils eligible for PP than for other pupils
- B. Lower starting points for pupils who are eligible for PP
- C. Teacher confidence in support PP who also have SEN needs

External barriers *(issues which also require action outside school, such as low attendance rates)*

- C. Low aspirations at home
- D. Lack of opportunity to take part in activities outside of school
- E. Emotional issues which stem from home

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve S&L skills for pupils eligible for PP in Year R Progress measured against stepping stones half termly	Pupils eligible for PP in YR will make rapid progress by the end of the YR so that all pupils eligible for PP meet age related expectations

B.	Higher rates of progress across KS1 and KS2 for pupils eligible for PP Progress measured against stepping stones half termly	Pupils eligible for PP make good or accelerated progress across KS1 and KS2 in maths, reading and writing with the same percentage of PP pupils achieving expected or GD as non-PP pupils
C.	All PP pupils, families and staff believe that PP pupils can achieve. Learning behaviours are embedded and all PP pupils are able to apply these to their learning Progress measured against stepping stones half termly	Pupils eligible for PP make good or accelerated progress across KS1 and KS2 in maths, reading and writing with the same percentage of PP pupils achieving expected or GD as non-PP pupils
D.	All pupils with emotional issues are able to fully access the curriculum and make expected or accelerated progress	Pupils are ready to access learning

5. Planned expenditure	
Academic year	2020/2021
<p>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.</p>	
<p>i. Whole school initiative / quality of teaching</p>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation will be reviewed
A. Higher rates of progress between EYFS and KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	Continue to Embed Accelerated Reader and RfP across the school	Embedding of AR and RfP will help develop love of reading and develop reading stamina	<ul style="list-style-type: none"> • Half termly assessment against stepping stones and results against mocks where appropriate • Pupil Voice • CT and Support Staff mtgs 	SLT and ML / HLTA	End Spring term and then half termly
B. Higher rates of progress between EYFS and KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	Update teacher training on using starting points and what pupils can do rather than what they cannot do	Teachers will be in a better position to ensure pupils make accelerated progress if they have accurate starting points	<ul style="list-style-type: none"> • Half termly assessment against stepping stones and results against mocks where appropriate • CT and Support Staff mtgs • Books / planning • Pupil Voice 	SLT and ML	End Spring term and then half termly

<p>B. Higher rates of progress across KS1 and KS2 for pupils eligible for PP</p> <p>Reduce the gap in attainment between PP and Non PP pupils</p>	<p>Ensuring all teachers are able to track progress and attainment of the PP pupils ensuring that progress / attainment is on par with Non PP pupils</p> <p>Continue conferencing this year so this is fully embedded</p>	<p>Assessment is key to ensuring that pupils remain on track and that where interventions aren't successful changes can be made swiftly</p>	<ul style="list-style-type: none"> • Training on INSET day and Staff Dev Mtgs to support teacher and support staff understanding of barriers to learning for PP pupils • Use of Pupil Asset and Venn diagrams to make comparisons between PP and Non PP attainment • Training for all teachers on assessment so tracking enables comparison of PP and Non PP progress • CT and Support Staff mtgs • Pupil voice 	<p>SLT and ML</p>	<p>End Spring term and then half termly</p>
<p>C. All PP pupils, families and staff believe that PP pupils can achieve. Learning behaviours are embedded and all PP pupils are able to apply these to their learning</p>	<p>Focus on learning behaviours</p>	<p>It is important that all staff believe pupils can achieve regardless of background in order for pupils to achieve and make good or accelerated progress. Pupils are more successful where they understand learning behaviours and how these effect on learning Parental support is important for pupil progress</p>	<ul style="list-style-type: none"> • Training on INSET day and Staff Dev Mtgs to support teacher and support staff understanding of barriers to learning for PP pupils • Assemblies on learning behaviours, learning behaviours on planning and referred to in class, specific praise given for learning behaviours • Regular feedback to parents • Analysis of behaviour in class and on playground to ensure early intervention is put in place so pupils are ready to learn • CT and Support Staff mtgs • Pupil Voice • Parent Voice 	<p>SLT and ML</p>	<p>End Spring term and then half termly</p>

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	Implementation will be reviewed:
A. Higher rates of progress across KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	All targeted children receive Precision Teaching so gaps are closed and misconceptions are overcome Precision teaching embedded across EYFS / KS1 and KS2	AFL is key to sustained progress. Immediate feedback forms part of this process and where feedback is in small groups or 1:1 this is more focused	<ul style="list-style-type: none"> • Training on INSET day and Staff Dev Mtgs to support teacher and support staff understanding of barriers to learning for PP pupils • Monitoring of same day interventions • Monitoring of precision teaching • Half termly assessment against stepping stones • Pupil Voice • CT and Support Staff mtgs • Books 	SLT and ML	End Spring term and then half termly
B. Higher rates of progress across KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	Maths lead to work with teachers in KS1	AFL is key to sustained progress. Immediate feedback forms part of this process and where feedback is in small groups or 1:1 this is more focused	<ul style="list-style-type: none"> • Half termly assessment against stepping stones and results of mocks • Pupil Voice • Books 	SLT and CTs	End Spring term and then half termly

D. Improved language and communication skills YR / KS1 and KS2	Talk Boost Intervention which takes place three times a week in a small group of with individual children	Talk boost has been used successfully in other schools and also in Sayes Court	<ul style="list-style-type: none"> • Training for staff • Half termly assessment against stepping stones • CT and Support Staff mtgs 	SLT and EYFS Lead and Support Staff	End Spring term and then half termly
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E. Higher rates of progress across KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	SPAG tests end of each term Box Dictation Phonics Booster Groups	This will ensure that the school has a year on year way to measure progress in SPAG Has had impact in previous years but will now be done consistently across the school EYFS lead has the skills and experience necessary to support development of basic phonic skills	<ul style="list-style-type: none"> • Training for staff • Half termly assessment against stepping stones • CT and Support Staff mtgs • Books / planning 	SLT and EYFS Lead and Support Staff	End Spring term and then half termly
Total budgeted cost					
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	Implementation will be reviewed:

<p>A Higher rates of progress between EYFS / KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils</p>	<p>Pupils to take part in the following interventions to support memory, O.T skills, speech and language and understanding of concepts 1:1 or small group:</p> <p>Memory Magic PORIC OT S and L</p>	<p>These interventions have proved successful in other schools and within Sayes Court for supporting progress</p>	<ul style="list-style-type: none"> • Half termly assessment against stepping stones • Pupil voice • CT and Support Staff mtgs 	<p>SLT, CTs and Support Staff</p>	<p>End Spring term and then half termly</p>
<p>B All pupils with emotional issues are able to fully access the curriculum and make expected or accelerated progress</p>	<p>Pupils to receive support through ELSA and Lego Therapy</p>	<p>These interventions have proved successful in other schools and within Sayes Court for supporting pupils with emotional needs</p>	<ul style="list-style-type: none"> • Half termly assessment against stepping stones • Pupil voice 	<p>SLT and Support Staff</p>	<p>End Spring term and then half termly</p>
<p>C All pupils are ready for learning and have opportunities which they might not have outside of school</p>	<p>Pupils take part in lunch time or afterschool clubs and breakfast club</p>	<p>Pupils have access to the same activities and opportunities as their Non-PP peers</p>	<ul style="list-style-type: none"> • Half termly assessment against stepping stones • Pupil voice • Teacher / support staff views 	<p>SLT, CTs and Support Staff</p>	<p>End Spring term and then half termly</p>

			Total budgeted cost
1. Review of expenditure			
Previous Academic Year 2020 / 2021			
Desired outcome	Chosen action/approach	Estimated effect: Did you meet the success criteria? Include effect on pupils not eligible for PP, if appropriate.	Cost

Higher rates of progress across KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	Accelerated Reader Teacher Training Training on Assessment Focus on Learning Behaviours	Rates of progress of PP are in line with Non PP pupils.	
Higher rates of progress between EYFS and KS1 and KS2 for pupils eligible for PP Reduce the gap in attainment between PP and Non PP pupils	Talk Boost Maths Lead Training Precision Teaching Box Dictation Booster Groups	Rates of progress of PP are in line with Non PP pupils.	

All PP pupils, families and staff believe that PP pupils can achieve. Learning behaviours are embedded and all PP pupils are able to apply these to their learning	Training	Application of learning behaviours is similar between PP and Non PP pupils.	
Improved language and communication skills YR / KS1 and KS2	Talk Boost	Improved language and communication skills were achieved with all pupils who received interventions.	
All pupils with emotional issues are able to fully access the curriculum and make expected or accelerated progress	ELSA Lego Therapy	All pupils were able to access their learning.	
All pupils are ready for learning and have opportunities which they might not have outside of school	Clubs	The percentage of PP pupils who benefitted from out of school opportunities exceeded that of Non PP pupils.	

